

# Childhood Education

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**Recognizing Symptoms  
of  
Our Times**

**September 1955**

JOURNAL OF THE  
ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

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For Those  
Concerned With  
Children 2-12

To Stimulate Thinking  
Rather Than  
Advocate Fixed Practice  
1955-56: Courage To  
Move Forward



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CONSTANCE CARR, *Editor*  
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# Childhood Education

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Giving students an understanding of a new era.

Courtesy, Fulton Co. Schools, Atlanta, Ga.

## *Obligation of Leadership*

THE TRANSITION TO A NEW AGE IS ALWAYS A DIFFICULT ONE AND WE are facing a transition into the atomic age.

One of the first groups of people to feel the responsibility of this transition is, of course, the teachers. Teachers are confronted with the problem of preparing the child to live in a world which is changing as rapidly as ours is today.



In 10 or 15 years, if we develop atomic energy for peace time uses instead of for destruction, one of the first results will be that the world will shrink. Therefore, our children must know more about their neighbors throughout the world and they must realize that in this new era we must have the advantage of having gone through a period of mechanization and development whereas many other nations will have to jump from using a crooked stick for a plough to a highly developed age where atomic energy is used extensively.

The obligation of leadership is, therefore, apt to fall upon our children and they will have to decide the methods by which this situation is to be met. Even at home there will be a fair amount of dislocation. In our society we will need thinking and planning in order that people may not suffer as they suffered in the first industrial revolution in England.

The shrinking of the world will also mean that we will be in closer contact with all kinds of people. Two-thirds of the people of the world are colored. Our people should learn respect for all human beings as human beings. They may have to understand that some human beings have not had the chance to develop as rapidly as others but they are not limited, once given a chance, either by color or race.

We in this country have the most highly developed communication systems and what happens here goes out throughout the world, so that we are acting as an example to many areas of the world. The Soviet Union may make glittering promises but few people get behind the Iron Curtain to find out whether these promises are fulfilled or not. We can make no promises that we do not fulfill because people can find out much more about us, even if they are not able to come here.

What we do here and what we do as we go out as representatives of our country is not just to represent the U. S. but to represent Democracy versus Communism. Our young people must learn to put into action the meaning and the values Democracy represents. They must also realize that as they live, Democracy will be judged in the far corners of the world. Whether they are working for the government, whether they are soldiers, or whether they are representing a business firm, they are still at all times ambassadors of Democracy.

**T**EACHERS, THEREFORE, HAVE A MUCH MORE COMPLICATED EDUCATIONAL process than if they were just giving the young people the tools of learning. They are actually giving students an understanding of a new era and preparing them to fill their places in this new period. They must know the value of our economy, the history of peoples everywhere, and the art of appreciating their cultures and their values even while cherishing their own. Awakening curiosity, starting people on the path of understanding, giving them courage and vision, that is the work of the teacher today.

—ELEANOR ROOSEVELT

## ***SYMPTOMS of Our Times***

*The following article was planned, by the Editorial Board, to set the stage for the 1955-56 issues of CHILDHOOD EDUCATION. While not comprehensive, it is based on symptoms noted in the United States. It does include ideas members of the Editorial Board thought urgent needs.*

**P**ERHAPS THE BEST WAY WE CAN LOOK at "our times" is to review what people were thinking about 20 years ago.

The *New York Sunday Times* for July 7, 1935, is full of news that is directly connected with the depression. Congress was debating bills for: "work relief," "extending for 60 days the temporary law insuring bank deposits up to \$5000," "Home Owners Loan Corporation floats bonds to help refinance distressed home owners," "continuing NRA until next April," "re-appropriation for 1935 seed and feed loans," "Social security—old age pension."

Today's newspaper is full of news of a different kind of security—that of avoiding war, destruction to people, property, and the minds of men.

If a commencement speaker addressing the high school graduates of 1935 could have looked ahead and foreseen 1955 in terms of what the class would have been earning, what they might have owned in property, in possessions, in the amount of traveling they would do, it would have seemed as if the millenium had come. Obviously the millenium is not at hand so these criteria are not inclusive enough. Prosperity came as the result of unforeseen suffering and brought with it new problems.

### ***Our World Concept Enlarged***

World War II, the Korean War, and the continuing cold war have demon-

strated to us that we are affected and involved with what is happening to people all over the world.

The world was not at peace in 1935. A front page headline said: "U.S. Advises Its Citizens to Begin Leaving Ethiopia. 125 There, 113 in Missions." Do you remember that conflict? Haile Selassie was not able to secure help from the League of Nations. In 1950 Korea appealed to the United Nations and we responded as a member nation.

Even our connotations for words have been changing. As I read "113 in Missions" I wondered what missions the US government had abroad at that time—but the government had none there. The 113 missionaries had been sent by church groups.

There is hardly a family which has not had an immediate member in the armed services. The far places of the world grow familiar to us as people we know visit them and bring their experiences back on film and through story.

### ***Influence of the Military***

Almost all children in the 2-12 age group have fathers who have been in the armed services. Does not this common experience have its influence upon children? A military system is a hierarchy based on competition and status. In at least two communities where there is a strong concentration of military personnel there has been friction over the re-

ARR  
porting system—the strong demand for competitive grading. Can we better understand why such problems arise and meet them in the best ways we can?

### **Families on the Move**

Not only do the military personnel have their families on the move but many business and manufacturing firms are keeping their men and families moving about the country:

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“In April 1954, 29 million persons 1 year old and over in the United States were living in a different house from the one lived in a year earlier.” (18.8 percent of the population)

In the five-year period, 1935-1940, the change was 15,700,000. (There is no breakdown for individual years during this period.)

### **Housing Needs**

One evidence of the mobile population has been the building of huge apartment developments for rental. (The largest near Washington, D. C., has 3439 units.)

Play space, lawns and shrubs, have been provided. But the trees are still very young and small; the lawns are cared for by custodians; the play space is generally prescribed to ordinary play equipment. The children who live here have no responsibilities for their surroundings except in the negative “Don’t . . .” They have little place to exercise their imagination without getting into trouble.

Along with the apartment developments has come the multitudinous communities of small homes. These have come about because of growth in industries, change in transportation systems enabling people to commute longer distances to work, and the desirability of owning your own piece of land and house and living with growing things about you.

“The mushroom community—little batches of match sticks called houses crouching under

the television aerial.” This is what Alice Keliher said in her speech at the ACEI Conference in Kansas City. She went on to say, “We’ve got to plan communities. When the cornerstones of the houses were laid, schools and churches should have been laid at the same time. These communities show the loss of intimacy in the child’s living—neighbors who know. He needs people who care about him.”

*But can we recognize these limitations and children’s needs and build from there?*

### **Miracle Fabrics, Miracle Drugs!**

The polio vaccine has occupied much space in the newspapers this year. It is just one of the thousands of advances made in our technology. The 1935 commencement speaker would have been judged lightheaded if he had foreseen the common appearance in homes of automatic washers and driers, dishwashers, deepfreezers, TV sets, as well as the improvements in vacuum cleaners, radios, automobiles, toasters, power-driven lawnmowers.

What symptoms do these devices add? More people want, and have hopes of getting, more things for their homes.

### **Working Mothers**

The second world war pushed up the discovery and use of new equipment and also called on an increased labor market—more women went to work. Since the war there is still the need for a large labor market and women keep on working. Many times it is to support the family but in other cases it is actually to provide the family these “new necessities” which have appeared.

The new labor saving devices in the home have freed more women for outside work. Packaged goods, such as mixes and frozen foods, all add to time saving in the kitchen.

One friend writes nostalgically:

"I can still remember the fun I had with my grandmother learning to bake at the age of ten. We made cake and bread together every week. We both loved it. I learned a lot and I'm sure my grandmother did. My father was delighted with my efforts."

### ***We Are Still Fearful***

Today's lists of best selling books show the search for inner security and serenity. Fear creeps into our daily encounters in many ways. We are afraid of Communism. Yet many people do not feel that they can identify its ideology. The reaction is to make us afraid—afraid to belong to groups which are not immediately known as "safe" groups. This is one of the most striking differences I found in reading the *Times* for that Sunday in July, 1935. One item told of a gathering of 50,000 young people. More than 10,000 signed a pledge for World Peace Fellowship, "I pledge my wholehearted support to it, its program and activities." Have some of those young people attending that Christian Endeavor meeting in Philadelphia faced an investigating committee? Have they been asked to explain their actions of 1935? The fact that an individual can change his point of view based on new understandings and knowledge has too often seemed irrelevant to the question.

Fear leads to the desire for cure-alls. The public schools have undergone a barrage of criticism much of it based on single cause and cure to its problems.

The need for closer communication with the members of the community who support the schools is urgent. The communication must be two-way.

Confounding the problems of the schools are the shortages of classrooms and qualified teachers.

The most astounding development has been the increased percentage of young people now in high school. "... from the early twenties to the early forties—

the number of young people in high school increased from a little under 20 percent to close to 90 percent." (Drucker, *Harper's Magazine*, March 1955.) We are working with a bulk of young people who would not have been in high school had they been born 30 years earlier. What does this mean in terms of the curriculum of the high schools? What does it mean for those people working in elementary schools—who are living day to day with a greater percentage of children who are going on to high school?

### ***Unemployment to Labor Shortage***

Unemployment was a prime concern in 1935. The Graduate Club at Teachers College, Columbia University, had a discussion topic on "Employment and Unemployment" (the *Times* carried a notice). The picture in 1955 is quite different. Technological advances have put a greater strain for better trained people in the labor market. News releases and editorials cry for more young people to go into scientific fields to meet the pressing demands.

### ***Juvenile Delinquency***

A great amount of publicity is being given to juvenile delinquency. And juvenile delinquency has increased:

"Although the population of children from 10 to 17 increased only 10 percent between 1948 and 1953, juvenile court cases during that period rose 45 percent." (*Social Legislation*, March 21.)

Remember that 95 percent of the children in this age group *are not delinquent*.

The causes are complex and so will be our ways of solving them. Television, comic books, lack of reading ability, broken homes, working mothers, poor housing, lack of responsibility on the part of the child, lack of responsibility of the family, of the neighborhood, of the community should all be taken into consideration.

In an article relating a panel discussion held by *Ladies' Home Journal*, the group stressed the lack of coordination in all communities between the agencies, the schools, the courts, and citizens' organizations in present local set-ups which consequently are grappling ineffectively with the crisis—juvenile delinquency. There is need for an agency to do protective work. There has to be some clearing house where the family can go for information on different kinds of help.

"It is much easier for people to give money to a good cause than it is to get them to give of themselves," said Richard Clendenen, executive director of the Senate Subcommittee to Investigate Juvenile Delinquency. "Yet there is no substitute for the help we can give by volunteering our services in youth organizations. The opportunities are innumerable."

John Steinbeck said in an editorial in *Saturday Review*: "In feudal law . . . every member of the family was responsible for every other member . . . Now we are prone to consider such mutual responsibilities as savage and barbaric. But what have we substituted? . . . The kids not finding it at home and apparently needing it build gangs to which they give loyalty and courage . . ."

"The ends of a delinquent gang may be wrong but there are virtues too. Virtues which find no exercise anywhere else."

### **Where Do We Go From Here?**

We can see the symptoms of our times, we know why they have developed, we do not think all is lost—Korea was granted help by the United Nations; there is more concern for all children growing out of our depression emergency legislation; the Supreme Court felt they could rule on segregation in 1954. But what difference does it make to those of us concerned for children?

We need to know what values are enduring, how we can help children establish those values in today's world.

These are the things the Editorial Board said in their planning. The key words around which this year's issues have been built are:

Getting together on common problems. We need to communicate what we know and what

we want for children. We need to understand that this communication is not just a job in public relations.

Concern for all children grew out of the depression. The movement continues to grow. We must recognize ways of working with physical, emotional, intellectual, and social differences. Should we look at the levels we have designated in different categories and see whether we are compartmentalized so far that we are leveling imagination, initiative, and difference?

How can we help children assume responsibility? How can we coordinate our efforts to prevent juvenile delinquency? Can we provide—experiences for children which will give them responsibility, opportunities for belonging with all the derring-do of other years? Can we make up for the loss in community intimacy?

We must learn to live richly where we are now. Every age is a different kind of time—it is different from all other times. We must live in changing times.

Each age requires new skills. Children don't have anything to compare this age with—it is their time to live and we are concerned that they live at their best. What skills will they need? The skills we adults have don't seem to fit. Children need to develop values that will stand up through changing times; they need skills in organizing, in developing relationships, in using differences, in making adjustments, in dealing with feelings. With these things in mind the Editorial Board of CHILDHOOD EDUCATION planned this issue and the eight to follow with *Courage To Move Forward*.

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# Children's Needs Throughout the World

*"To be friends with all the children of the world*

*To work and love the working*

*To make homes that are happy and good*

*To play in the sun and the wind and the sand*

*To trace the rainbow through the rain*

*To be free as the eagle is free."*

THOSE ARE WORDS SPOKEN BY CHILDREN of the Maury Public School in Richmond, Virginia, as they summarized from their pageant what the children of all the world want. Each person seated in a circle on the platform represented one of the member countries of the United Nations. They were ready to hear the children of the world tell what they wanted the United Nations to do for them.

One group of children came in to say, "We want to live in happy homes with our mothers and fathers . . . happy homes, comfortable, and safe." Soon came another group of children saying, "The children of the world want to be friends. When some are hungry we want to share our food with them. When some need clothes we want to clothe them. When some are oppressed we want to free them."

Still another petitioning group came. They said, "The children of the world want to go to sleep at the close of the day and not be afraid."

Finally the children summed it up at the end; they had told the peoples of the world, gathered as the Council

of the United Nations, that they want to be friends with all peoples of the world; to work and have a sense of accomplishment in their work; to have homes which are happy, healthful, and safe; to be free and to insure freedom; a chance to play, to run in the sun, to feel the wind on their cheeks and the sand beneath their toes, to believe in fairies and have a vision of things to come; to be able to go to sleep at the close of the day and not be afraid; to know that there is security and order in their world; and to go to school to learn to be good citizens.

One by one the delegates from the countries of the world rose and said, each in his language, "These things shall be."

## *These Needs Are Being Tackled*

Their petitions point up the needs of all children everywhere in the world—for health and happiness, security and hope. Surely a world cannot be too busy for these things; it cannot be unaware of these basic needs of children. Actually, looking out for these needs is the big business of the countries of the world, as represented in the United Nations and its specialized agencies — UNESCO, World Health Organization, Food and Agriculture Organization, International Labor Organization, the United Nations Children's Fund, and others. Their charters spell out the ways in which they strive to guarantee for children health and happiness, security and hope—in the nearest possible future.

To accomplish these purposes the United Nations and its agencies work in a variety of ways. Sometimes at the request of a country, one or more of the

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*Bess Goodykoontz, director of comparative education, Office of Education, Department of Health, Education and Welfare, gave the basis of this article as an address at the 1954 ACEI Study Conference in St. Paul, Minnesota.*

agencies sends technical workers to the country to develop specific services. Technical assistance by UNESCO alone has been provided to more than 40 countries, according to a recent report.

"Ancient Mesopotamia — today's Iraq," says a UNESCO report, "once was a flourishing country with a prosperous population of something like 30,000,000. Now it has 3,000,000, with most of them living in dire poverty."

In Iraq, it is often said that "babies born in summer die in winter, and babies born in winter die in summer." The UNESCO report points out that it is *not* this futile now, for Iraq is "anxious to rebuild its past greatness and a start is being made." What is that start?

Part of it is a pilot project of UNESCO in fundamental education, in a desert region of Iraq, the first such project in the Middle East. At first the farmers were not interested in learning to read and write, and so the point was not pressed. They *were* interested in health, vitally interested. And that was where the team started, by helping in the fight against bilharzia, a disease that seriously affected three out of four people. Teaching, organizing, and persuading, they worked closely with the government health experts who administered the necessary injections. And gradually, out of such activities, came not only confidence in the team, but also an interest in clean water, clean bodies, better homes and food, even reading and writing.

The work went on—with the women in their homes, for instance. At a new club for young farmers, emphasis shifted to another principal interest — farming methods and the running of a co-operative. Agricultural films were shown. The team helped to set up school farms. There were popular meetings and long discussions, and out of the group decisions came positive local action.

In the Philippines, where several of the UN's specialized agencies are giving technical assistance, something started when an elementary school put up a demonstration chicken pen and brought in some purebred chicks. Pupils themselves learned to care for the chicks. Parents came to see what was going on. This led to a center being established where adults could learn about chicken raising, both by observation and by learning to read technical pamphlets. Other paths to learning to read and to opening education doors have come through orchard demonstrations at schools, school gardens, school fisheries, and shops.

Out of all this, teachers in the Philippine schools witness that their work with communities makes their teaching easier.

But technical assistance is not the only service of the specialized agencies; they serve, too, to study world-wide problems and formulate goals, or standards for working on them. Take, for example, the problem of illiteracy. Together the International Bureau of Education and UNESCO have sponsored international studies to refine our methods of collecting statistics of illiteracy, so we can know more exactly what the situation is. They have followed these studies with conferences on compulsory education—theories, laws and regulations, and techniques of enforcement.

All of us who work with or for young children will have a special interest in another standard-setting organization—the World Organization for Early Childhood Education, which has headquarters in Paris. With cooperating national committees in 19 countries, and preparatory committees in several others, this organization concentrates on the educational problems of young children. Having consultative status with UNESCO, it carries on some of the activities which otherwise UNESCO itself might need to establish.

### ***Peoples Speaking to Peoples***

Still another service related to the needs of children is in what has been popularly called "peoples speaking to peoples." Guests from other countries share their experiences and their insights into professional problems. There is no worthy substitute for knowing and sharing with our colleagues around the world.

I know of a small mid-western community, off the railroad and even main traveled roads. The residents rarely saw a person from another country; never heard other languages spoken. They learned how other people lived from the movies or their reading. But one day an elementary-school principal from Germany came for a stay of several months. He visited the town school, and the one-room country schools; rode the school buses, ate in the cafeteria; talked at the PTA meeting and to the Kiwanis Club and the Women's Thursday Club; went to church, attended the school's Christmas parties. Altogether he loved it; he said, "Such a *sweet* place, like home." And the town lost its heart to him; he was the weekly newspaper's headline, the principal's pal, the children's friend.

You know them, too—the students in your colleges, the exchange teachers who teach in your schools, the visitors who come for shorter periods. You know the reverse of this picture, too—the thousands of Americans who go abroad to study, to serve as exchange teachers, or to help in the technical assistance programs of the specialized agencies, or of our own technical assistance program. In this latter program alone, a considerable number of elementary-education specialists are at work in education missions—in South America, in the Near and Far East, and Africa. They help to develop reading materials, teach in demonstration schools, help to prepare teachers, establish materials centers. I

have never known one to return who did not hope sometime to go back, or to go on some other similar mission.

Not long ago I had a chance to look at some figures showing the number of Americans from each state now abroad under government grants, to study or to teach, and the countries in which they are located. There were 1794 Americans abroad under government grants in more than 52 countries. Think what it can mean to Vermont to have 8 persons returning from halfway round the globe; or what new points of view the 23 returning Coloradans can give in their schools and communities. These are really "new looks" in education.

### ***The United States Has Needs***

But as a great ruler once said, "We cannot have peace and order in our nation nor in the world unless we have it in our communities, in our home places." And here, in our home towns, we have serious shortages in the things children need.

*There aren't nearly enough teachers* right now to keep the schools afloat, and the tide of new children in the schools is rising. Statisticians say the elementary schools, public and private, are short 120,000 teachers this year.

At what points in their growing up do young people make decisions about their future work? For one, there is the latter part of high school. Now think what have been their major academic interests—laboratory science, physical education, English, and writing, and so on—what we call "subjects." What more natural than for many of them to make their choices of further study in terms of subjects? If there were opportunities for young people at this age to know and work with children, more young people might discover the stimulation and the joy of teaching. Schools which have tried



some such internship for high-school students report success in "growing their own" supply of teachers.

Another point at which young people stop to think "what next?" is some distance along in a liberal arts program when they wonder how they can use skill or concentrated study in some field. And still another is the period of deciding, after completing military service, how to take advantage of GI study benefits. Those who know and like elementary-school teaching can help at these decision points. One thing we must know by now is that we are not apt to keep up with the need for elementary teachers without some real effort at recruitment.

*Another shortage is school space.* Statisticians say we need 300,000 more classrooms right now. Beautiful, functional elementary-school buildings are going up at an unprecedented pace, but they can't keep pace with the obsolescence of smelly, old buildings in unlive-in sections of cities and the great growth in school population in other areas.

More and more 5, 6, and 7 year olds are in school. In 1930 about 20 percent of 5 year olds went to school; in 1950 a third of the 5 year olds enrolled. The number of 6 year olds in school has increased from 65 percent to 80 percent.

There are questions about the kind of school building little children need and the place that is best for them. Probably no one believes it is good for little children to start to school before eight o'clock in the morning; to ride in big buses 20 or 30 miles a day; to have long school days. What would happen in the matter of school buildings if we acted on these beliefs? I visited in a first-grade room at three o'clock one afternoon, where children sat, or rather lay on their work tables, with sweaters and boots on, caps or hoods clutched in their little fists, as they waited for seventh

and eighth graders to finish the day. At last I followed them out to the bus, a big one, holding more than 50 children, and you know who got the seats. If little children are going to school, it should be a school planned for their needs.

Tangible shortages are easier to work on than lacks in curriculum policy. The children of the world said, "We want to be friends." Well, of course, that's obvious. But friends with whom? With the children in their school district? In their community and state? Or friends with children everywhere? What do citizens want schools to do about this matter of international understanding?

Or take the problem of learning right from wrong. Do we propose to make a catalog of right and wrong actions for children to learn? Or are children to develop some skill in making decisions on matters of ethics? Is that what parents and other citizens believe schools should do? It takes a degree of patience to let children develop such skill.

The point is, then, not a shortage, not a lack in a tangible sense, but a continuing need for ways of working with parents and others in the community on what is important for children to learn, and how. This job probably never will be finished; it goes on ahead of us.

So here are some of our concerns for all children—health and happiness, security and hope; that they will all have teachers who know and enjoy working with children; schools fitted to the kinds of learning that will improve our ways of living; teamwork with parents in making these hopes come true. These are the concerns in Thailand, too, and in Iraq, in Ethiopia, and in Peru. They are our problems in common, and they call for joint planning and action. Only then will we be able to say, as did the peoples of the world to the children of the world: These things shall be.

# Parents Help Children Develop Values

*Everyone knows parents who are concerned with the values their children hold and are working toward those values under circumstances which are symptoms of our times. Three mothers tell their concerns for children under particular conditions. Mrs. Ann Hill Jackson, whose husband is in the U. S. Air Force currently stationed in Omaha, Nebr., writes of experiences in building security and stability in family living while moving from place to place. Mrs. Beatrice Freeman of Bellerose, Queens, New York, writes of developing social responsibility in living in garden apartments. Mrs. Lois McDowell, Hartsdale, New York, writes of developing values in a community where material possessions are in great evidence.*

*Katherine Hill, professor of education, New York University, has pulled the three articles together with a summary of values with which these parents are concerned and how their techniques helped the situation.*

## We Are Constantly on the Move

By ANN HILL JACKSON

OUR TWO CHILDREN HAVE LIVED IN 14 houses and 9 cities. Holly, our 12-year-old son, is a year and a half older than Nancy. He has lived in 18 houses and 12 cities. Holly has attended seven schools and Nancy six.

When the children were quite small we moved their cribs from Texas to Colorado on top of the car. In the car were stuffed toys, pillows, blankets, and books in addition to the essentials. All of these things were in such poor condition that we were slightly ashamed to have them taken into the hotel where we were to live for two months. But it was worth our embarrassment to hear "There's my bed" and "There's my doll" when we were settled in our rooms.

On four moves we had a trailer packed with such things as tricycles, skates, phonograph, records, books, plastic dishes, electric coffee pot, toaster, sewing machine, radio. We knew housing would not be immediately available so the family was prepared for motel living.

In order not to have to eat three meals out each day, we had breakfast in our room. Although cooking facilities were not furnished, the coffee pot was used to boil eggs and sweet rolls were heated on the radiator. With Daddy away at work each day, Holly and Nancy played outdoors and attended school in addition to helping clean our room and make beds as they would do in our own home. Just as always, Daddy read to them at night. Our children seem happier if as many normal family activities as possible can be continued while living in temporary housing.

Having a pet can be a problem for a family which moves as often as ours, but we have Mopsy Jones Jackson, the second. The first Mopsy was killed while chasing a car. The present Mopsy, a Boston terrier, is kept on a leash when outdoors for she might get lost. She is a great help in exploring new surroundings and in becoming acquainted with new neighbors. Of course, it's much harder

to travel or to get housing with a pet but without Mopsy life would not be as pleasant.

We have always used a night light for we never become fully familiar with a house before we are required to move again. All of us have awakened and not known which city, state, or house we were in at the moment. Several times Nancy has crawled into our bed in the middle of the night because she was not quite sure of where she had been sleeping.

Both children understand that we cannot keep and move everything we have ever owned. Each move sees us disposing of the majority of nonessential items although we are loathe to do so. Nancy received a lovely doll for her sixth birthday. She played with and treasured the doll for two years and three moves. Shortly after settling in a new house she left the doll outdoors overnight and it was missing the next morning. We thought she would be quite upset, but after Nancy expressed disappointment over the doll being lost she did not dwell on her loss. We were dismayed at what we thought was her callousness but soon realized that the value we might place on her possessions would not necessarily be the same that she might place on them.

New experiences come with each move. We have always done a fairly thorough job of exploring each community in which we live. The family was Sunday-driving in a new city when Nancy, then aged five, said, "There's a fire station." Such observations have led to an awareness that most cities are alike. We have joined numerous city libraries and found old friends among the books.

Recently Daddy was assigned overseas for a year and the family had to stay behind. Holly and Nancy could not write letters well enough to keep in close contact with their Dad so we bought two tape recorders and a supply of tapes.



The Jacksons

By using the recorder Holly cleared a difference of opinion with several boys on the question, "Is there a difference in the distance a rifle or a pistol would shoot a 22-caliber shell?" Daddy answered Holly's question on his recorder and Holly was able to let the boys hear his Dad explain about the guns. Many day-to-day events were shared in this manner, and Daddy could comment and answer questions in his own voice besides telling of his adventures at the top-of-the-world.

Somehow, when Daddy announces to the family that we are to move within a month, we get excited and begin to look at maps to see how far we will travel. The sadness of leaving friends is often forgotten when getting ready for a move. When Holly was ten years old, he was found at his desk crying because "Butch is leaving and I'll never see him again." It was the first time he had been left behind by a friend.

As a fourth grader, Holly was asked to write a paper about an experience. He entitled his paper "Our Last Station." When the teacher suggested the title "My Old Home," he was quite impatient with

her ignorance. "That's not my old home. I doubt if I'll ever see the place again."

Not too long ago I asked the children what made a new house seem like home. Nancy said, "All of us being here to-

gether and making friends so that you know people when you go out." Holly added, "And all the things we own being settled and having their own places in the house. Why, I've known our things since their birth!"

## ***Not Our Property—But Our Responsibility***

By BEATRICE FREEMAN

**DURING A RECENT PLANE RIDE I NOTICED** that the garden apartment is a most attractive sight with its neat, self-contained buildings and large open areas. From a mile up the grass looks smooth and shrubbery intact. Yes, up in the sky it looks like a pleasant place to bring up children.

But on the ground it is quite a different matter. The lawns of our garden apartment are pock-marked with the private digging holes of the small fry. Basement windows are smashed even though covered by wire mesh, trees and bushes are in various stages of demolition. Why this vandalism and destruction in the midst of attractive surroundings? The answer probably lies in a closer examination of these mushroom suburbia.

Our community is a new one—populated by young adults—new in the ways of parenthood and community life. Many have limited incomes and therefore must sacrifice space if they are to live in these relatively high rental areas. I found in a recent survey for our neighborhood PTA that it is not uncommon to find two and even three children living in a one bedroom apartment. For these children there is a sharp contrast between their very limited indoor space and spacious outdoor possibilities. Their wild and destructive games reflect this uncomfortable contrast.

It is also true that builders and architects do not take into consideration in their planning the recreational needs of children. Except for the small playgrounds, limited to the stereotyped equipment like a swing and sliding board, there is no place where a child can find satisfactory outlets for his motor drives.

How do parents react when they see their children trample grass or destroy plants? Rarely is a child admonished for such behavior. Perhaps some adults, who resent paying high rent they can ill afford to an impersonal corporation, may derive some hidden satisfaction in getting back at the landlord. This attitude may also be a reflection of a parent's discomfort at setting such sharp limits within the home. Outdoors he can allow his child free rein since his personal property is not being harmed.

How does the parent, who wants his child to grow up with a sense of responsibility for maintaining his surroundings, handle this situation? Even though the parent recognizes that there are inadequacies in the physical set up, this does not absolve him from helping his child develop social discipline.

A sensitive parent does not want to set his child apart from his neighbor's children, yet, he must hold to his own feeling of what is desirable. If he is, therefore, to help his own child develop

respect for his surroundings, then he must help the other children in his community achieve the same attitude.

In our family we tried to handle this problem by first giving our children a personal appreciation of what is involved in growing a lawn and garden. The children seeded and carefully laid out stakes around their small private garden, only to find their stakes pulled out for swords and seeds trampled.

After this experience we realized that a community-wide problem cannot be solved on an individual family basis. Our next step was to make it possible at least for our own children to gain an appreciation of the slow process of growth.

This time, the children planted their seeds in a window box where they could grow inviolate. Out of their pleasure in watching the growth of their seedlings they gained enough enthusiasm to communicate to their friends the fun in starting a garden. This enthusiasm took root and blossomed into a garden club. Now there is the possibility of changing the attitudes and values of their friends and neighbors.

This is still a long way from solving some of the deeper problems of helping a child grow up in an atmosphere of

unrest. At a time when a child is struggling with his own impulses of assertiveness there is danger that he will find comfort in allying himself with the destructive groups in his own surroundings. A parent who is aware of this danger must help his child find within himself an affirmation of beauty and socially desirable behavior. He can make this process easier for his child by holding firmly to those values he wants for his child.

The parent, too, must have the courage to be different from his neighbors and the patience to educate them to a new understanding of patterns of community living.

In a young community the very absence of institutionalized groups makes possible new forms. It is not surprising that out of the chaotic condition of the new garden apartment has come a cooperative nursery school. In each instance, socially responsible, courageous parents have been able to give leadership to their neighbors and thus offer their own children a more propitious climate to grow in. As the socially responsible parent uses his influence in educating his neighbors through PTA, religious and civic organizations, he will find that his own attitude may become the prevalent attitude of his community.

## ***"I Want"—in a Land of Plenty***

By LOIS McDOWELL

CHANGE THE FAMED DEPRESSION PHRASE "Want in a Land of Plenty" to read "I Want in a Land of Plenty" and many of us Westchester mothers will have to admit, ruefully and anxiously, that it becomes an apt slogan for the Lindas and Jonathans we're bringing up in this decade of ascending stock values, expanding shopping centers, and ever-

increasing personal possessions. Here in Westchester County, reasons to want surround our youngsters, beckoning like the myriad arms of a Disney creation. Our parklike, azalea-clad area abounds with peppermint-striped toyshops, fairylands of gleaming temptations. Every trip through the supermarket is an ordeal for Junior, as he is steered sternly past



cereal boxes screaming in bright colors for attention, or great piles of candy bars, pyramids of soda pop. Daily, at an hour known and dreaded by mothers in every neighborhood, the Good Humor man's truck looms, white and alluring, into view. Like Pavlov's, his bell sets the salivary glands of our moppets going; they come at us wild-eyed, screeching for 13 cents. When they listen to TV they're ordered by Gabby or Pinky or Howdy to send 30 cents and four box-tops, care of this station. . . .

And we parents, don't we *want*, too? The pastel cars with the "Farahead Look," the outdoor grilles, the umbrella terrace tables, the Hi Fi's, the added-on game rooms—all these provide the evidence that we do. For too many of us Christmas is an outdoor-tree-lighting contest and a round of buffet suppers, and Easter Week is celebrated by frantic shuttling between the hat bars at Eastchester Lord & Taylor's and White Plains Altman's. In the summer, we slow down and buy a 27-foot cruiser.

Not everyone in Westchester belongs to this plush, three-car world—but we cannot deny, when the newspapers fix \$19,000 as the average annual income in the Scarsdale area—that ours is a world where material values have great importance. And those of us who are seeking to give our children a sense of proportions about material possessions find it increasingly hard to do so.

One common ingredient of Westchester homes is busyness. We live frantically, under the domination of a date-scrawled calendar which we mothers survey in horror every morning as we file the breakfast plates into the dishwasher. We seem to spend half our day in our car. Half-awake and unglamorously put together, we weave through ever-increasing traffic to deposit Father at the station. That is the start of our daily taxi service

which may include driving a car pool, taking Jonathan to the dentist or his piano lesson, Linda to her choir practice, or small-fry visitors home. (It's the rare child, here in Westchester, who walks anywhere.)

Our commuting fathers are busy, too. Many arrive home too late to give Junior a goodnight hug. Come Saturdays, the fix-it-yourself craze, or golf, or gardening, and then an evening party leave him so spent that by Sunday he's barely able to sit in his favorite chair and read the Sunday papers.

We are a community-minded area. Mother is knee-deep in PTA and church activities. Father is secretary of the neighborhood civic association. Periodically, Mother turns the home into a Cub Scout den. Sometimes, Dad coaches a community-sponsored girls' basketball team. We fling innumerable expensive children's parties; we work quite frenetically at being good citizens and good parents.

Many of us have large families, and the domestic help we could afford is not easy to find. We complain that our gleaming new kitchen equipment is not as time-saving as the double-spreads in *Life* lead us to believe. We do *not* flick a dial and then sit down to read *War and Peace*. Our homes are busy, too.

All this adds up to a dizzying picture and raises some pointed questions. Have we left ourselves room—or energy—in the day to be the calm, leisurely, loving parents we want to be? Is there a sharp irony in the fact that with more-than-average income we find less-than-average time for our children? Grandmother visits, and shakes her head disapprovingly: "The children have too much. You're all living too fast." We take issue with her, but we know there is much in what she says. We survey our picture-windowed, cocoa-and-turquoise living



The McDowells

rooms, and wonder whether we have built the truly warm surroundings we wanted for our home. We yearn for the slower pace of our childhood.

But nostalgia is dangerous and futile. This is 1955 and despite the daily turmoil, we are seeking realistic ways to live helpfully with our children in terms of our time and our place.

What about the children's "wants"? Sometimes we hand over the 13 cents for the Good Humor because, at the moment Linda duns us, we are finessing for three no-trump. Often we buy the bicycle or the cowboy suit because "all the other kids have one, Mother!" A neighbor of mine, who wants her 13 year old to feel comfortable and secure in her social world, succumbs to the daughter's pleas for a new formal for every dance. The pressure to keep up with the little Joneses is great; none of us resists it completely. Yet sometimes we find that a good old-fashioned "no" can still be effective,

that logic works better than evasion. Our hypocritical "I can't afford it today" at the toy store seldom fools our 8 year olds. We get better results with such honest admissions as: "Yes, Jonathan, I know you have an overwhelming need for a supersonic gun, but I have an even more overwhelming need for a new dress. That's what we're buying today."

We do even better when we face the fact that very often it is not the toy in itself our children want, but the experience in living and growing which the toy represents to them. When we take time to let them make cookies, or pop corn, or the trouble to tear up old sheets for costumes, or to collect an "old clothes" bag for dress-up play, we discover something: our children have far more relaxed and imaginative play adventures with things they make themselves than they ever do with the expensive toys which all too often rust, unused.

Do we give our children *time* to have the "full rich life" we want for them? We thrust them into all sorts of activities—nurseries, horseback riding, summer camps, ballet groups, the Scout organizations, classes of every sort—with the same determination we had when we spooned Pabena and Visyneral into their little mouths. A neighbor dutifully drives her child weekly throughout the summer to an art center several miles from home so that "Cynthia can have an art experience." But does she leave time for the kind of "art experience" a child has on a lazy July afternoon when she plays house on the lawn, with the honeysuckle to smell, the hummingbirds to watch? Should we "program" our children's lives so vigorously—or give them more time to "stretch and grow?"

Do we share enough of our own time and interests with them? Father may, in a moment of conscience, announce determinedly, "By gad, I'll cut down on my

golf and play some ball with my boy." But it doesn't work very well that way. With a child's sure instinct, "my boy" knows that father really hates to play baseball. We do better when we find the areas where we can be truly compatible with our children. Often, it's a matter of letting them have a part in whatever work we are doing. I know, for example, a little boy who, at four, worked happily at the desk, alongside his father, as the income tax was being prepared. Scribbling away, he informed his family that he, too, had a thumb tax. A friend who is a doctor takes his little boy along on some of his Westchester home calls; it is a delightful occasion for both of them. Another friend tells me that, because her children are of all ages, she finds that the happiest family experiences are cook-outs in which the whole brood can help. Sometimes, out of a favorite TV program, we end up doing family projects—all the way from a game of "20 Questions," adapted to the family's interests, to a trip to the planetarium.

In this suburban world we worry a great deal because we are not giving our children a sense of usefulness and a pride in responsibility. In our set-the-dial homes, there is far less need for many of the time-honored boy-and-girl chores. The berries in a frozen package do not need to be hulled. With our supermarkets, we no longer send our youngsters to the corner grocery to shop for us. But if we work at it, we find new chores which bring our children satisfactions

and help them to grow. A 6-year-old takes pride in his weekly errand to the newsstand where he buys his father a paper. Carol is a natural gardener; some patient hours her mother spent with her earlier are paying off today in the joy the little girl takes in her flower beds. Six-year-old Susan makes her bed every morning. Mike is an expert with the electric mixer and is always on hand to help when his mother bakes a cake. Jan has a flair for arrangements and has long done the table for "company." My own son loves, of all things, to help me wash clothes.

Some of us are learning to re-examine the much used phrase, "the well-adjusted child." Have we, in our conscientious attention to the psychologists, breathed that phrase too reverently? Ours is a "conforming world." In our ardent desire to have our children comfortable within their world, have we reached a point where we almost enforce conformity—culturally, socially, and economically? Have we lost sight of our child's right to be an individual? We fret when Linda, at three, isn't as aggressive as the books told us she would be. I know a young mother, here in Westchester, who has begun to rebel at this emphasis on conformity. She puts it like this: "So what if Mark doesn't like to be in the middle of a crowd of noisy youngsters every day? So what if he just doesn't want to be a Cub Scout? He's different, but he's happy and I'm not worrying about him." A good many of us think she has a point.

## *What Are the Values?*

By KATHERINE E. HILL

CYNTHIA, HOLLY, JAN, JONATHAN, Linda, Nancy, and Susan—these are neither mere names nor future citizens.

These are our children. These are our younger citizens. These are children representative of those 29,038,000 children



who have poured into our elementary-school classrooms this month.

But more important, these are the younger members of families, the members who carry the hopes and dreams of their families into the future. These are the younger members of the community and the nation. These are the children who are forming their own hopes and dreams for the future and who carry the hopes and dreams of all of us into the future.

The substance of the dreams, the bases of the hopes, are part and parcel of the values of the family. But the dreams of children and their parents are not dreamed within the confines of the home. They become a part of school and community living. Perhaps one of our greatest challenges, as educators, is to determine and make use of the values of the families of the children in our groups.

What are some of the values expressed through family living, as related in these vignettes? Take the value which we might term "growth in responsibility."

The Jacksons are aware of the importance of building responsibility. Holly and Nancy help to clean the rooms and make the beds, even though the rooms may be in motels or hotels where maid service is available. The Freemans are concerned about responsibility. They work hard to help their children understand more about the intricacies of plant growth and the ways a garden apartment may be kept more attractive. The McDowells care also. They discover legitimate tasks which will help their children learn and grow.

We, as educators, are similarly concerned with building active responsibility. A survey of any group of children reveals varied experiences in this facet of living, and calls for as many approaches to building toward this value as there are children in that group. The

home experiences of the Nancys and the Jonathans color their needs within the classroom situation.

These families work constructively within the limitations of their particular environments, even though it takes thought, effort, and time to do so. Making cookies with Jonathan or collecting an "old clothes" bag for dress-up play calls for constructive action. Taking time to find the local fire station and make use of the public library calls for constructive family action by the Jacksons. When such a value as constructive action is considered important by parents and teachers alike, children have a greater opportunity for channeling their energies toward socially responsible self-direction.

Parents plan experiences which further the total growth of their children, and so do those teachers who view children as people who are constantly learning rather than as empty or almost-empty vessels to be filled with "knowledge." Such parents and teachers provide an optimum climate for learning, a climate which is so warm, friendly, and sensitive that adults and children are able to live together well.

The Freemans provided such a learning climate during their grass-planting activities and were rewarded by seeing children other than their own brought into the learning experience. The McDowells made use of common experiences which blossomed into family projects. The Jacksons carried familiar household objects and their dog on each move, even though this was often a great inconvenience. The Freemans, the Jacksons, the McDowells, and family after family, all over the world, realize the importance of a warm, friendly home relationship. They use their experience and their sensitivity in making it possible to live together well as a family unit.

And we, as educators, are following through in the school. Our daily programs must be adjusted and readjusted. There must be time for the private conversation which is so important to the 9 year old. There must be an unhurried time during the day when teacher and children talk together, sing together, read together, dream together. We provide this warm, thought-sharing, action-inviting climate in our classrooms because we believe it is important to extend the horizons of our youngest citizens. We know that horizons are rarely extended under physically or emotionally cramped conditions.

The values held by parents—whether they move from place to place or live in crowded housing or in a community where material possessions are of great importance—are much the same. These parents want the best for their children, the best in terms of building inner strength and socially acceptable techniques to meet the ever-changing patterns of their lives.

Educators want these same values for *all* the children. Where we find the

parents holding such values to be important, we work hand-in-hand with them, encouraging, broadening, and deepening. Where we find parents who have not come to terms with their responsibilities concerning the total education of their children, we create optimum school climates for growth toward inner strength and socially acceptable techniques on the part of their children. We know that curriculums in our classrooms are directly affected by family values and the pursuit of those values. We build our school climates with the knowledge that how their families live and work together affect in-school lives of children.

AS WE FACE A NEW YEAR WITH A NEW group of eager children, have we our goals clearly in mind? Are we planning for active, vigorous, responsible action on the part of children? Are we creating environments where warmth and friendliness abound? Are we furthering the goals which the school, the family, and the community hold dear for its children in a nation committed to democratic ideals and action?

ALL MEN SEEK FOR SOMETHING WHICH GIVES CONTENTMENT TO LIFE. THEY need to be helped to learn that contentment and satisfaction in life come from elements deep within that are related to the infinite; that the world should be better because each has lived and made his contribution; that to give of one's self is more satisfying than to get; and that certain fundamental qualities are essential in men, among which are justice, cooperation, kindness, love, generosity, loyalty, and a feeling for the spiritual worth of the individual.—From *That We May Grow*. Report of the Educational Program Committee, the Planning Self-Survey, Public Schools of Wilmington, Delaware, 1949.

# WHEN TO BEGIN

## *Dimensions of the First Grade Entrance Age Problem*

DETERMINING THE "BEST" TIME FOR children to begin school appears at first glance to be at least as simple an educational problem as most other problems commonly faced by educational people in their daily work. To answer it—simply match an experimental group with a control group on factors thought to be influential and then let the experimental group enter school at an earlier age. Then, if one group does better than the other, it may be concluded that . . . But wait! "Does better" in regard to what? Group members get along better with other children? . . . solve their problems of daily living more effectively? . . . progress better in school tasks?

Any such proposed experimentation quickly comes up against the problem of what should comprise the school curriculum for young children. Until some basic agreements regarding what should go on in the school have been reached, all the research in the world will not satisfy the person who basically disagrees with the curricular assumptions necessarily conditioning any such research. This article seeks neither to determine what the first years at school should do for school children nor to recommend a "best time" for school admission. Instead, the following less ambitious objectives are sought:

1. To indicate current practice in regard to ages set for school entrance.

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2. To summarize just a few studies that suggest what happens when current policies are modified to permit the entry of younger children into existing school programs.

3. To sharpen the issue of desirable school entrance age as it relates to two widely divergent viewpoints regarding what the lower elementary grades should seek to accomplish.

### *What Are Existing Practices?*

Almost all school systems in the United States set an arbitrary minimum age for entering first grade (7). A study of 544 urban school districts revealed that 74 percent of them set a minimum age for first grade at between five years seven months and five years ten months. The lowest minima and highest minima reported were five years, and six years five months, respectively. Of this sample, only slightly over two percent indicated no set age requirement (7).

In this preponderance of schools reporting a minimum entrance age, there are some that admit children somewhat below this age if careful screening indicates readiness for first-grade work. In New Jersey, for example, there are school systems that refer younger children to the Psychological Clinic at Rutgers University where tests covering manual dexterity, vocabulary, and ability to copy drawings are administered (8:89). In Pittsburgh, Pennsylvania, where the minimum entrance age is five years seven months by September 1, children as young as five years are admitted on the

recommendation of a psychologist (1:84). Brookline, Massachusetts, where children must be five years nine months by October for first-grade admission, admits children who are as young as five years three months if test results reveal a mental age of as much as six years two months. These early admissions are conditional and further based upon emotional and social maturity as determined by a psychologist and upon physical development (2).

The New York State law reads: "It is the duty of the board of education to determine whether a pupil shall be placed in the kindergarten or the first grade, the grading to be based on the pupil's *ability and not on age*" (3:81). In line with this statement, Uniondale (Long Island), New York, places in the kindergarten those first-grade applicants from other than a public school system who are younger than five years nine months as of December in the year of application. This is a temporary placement. The child is then observed by teachers, administrative personnel, and psychologists, intelligence tests are administered and he is placed according to apparent readiness. Younger children who transfer from another kindergarten and then seek entry to the first grade are temporarily placed in that grade until an evaluation is completed (3).

It becomes obvious that any decision to admit advanced children at an earlier age brings with it a number of difficult questions and certain administrative problems. Among decisions to be made, probably the most difficult is that of determining appropriate criteria to be applied to the individual child. A bright child is not always socially mature. A youngster with high verbal ability is not necessarily emotionally "ready" for

school. A child who does not quite measure up to mental age requirements may possess many characteristics that suggest success in school. And then there is the youngster who appears slow in September but who has moved ahead in leaps and bounds by December.

Because of the limitations involved in using only a few criteria, the psychologists screening early admissions in Pittsburgh used a wide range of data as follows: evidence of superior social and emotional maturity, evidence of reasonably normal height and weight and of robust health, evidence of superior reading aptitude, and evidence of superior mental capacity. Information about the child was then related to knowledge of the general characteristics of the first-grade population and of the instructional program of the school the child would attend (1). The actual success of this experiment with early school admission for advanced children is reported later.

### ***Early School Entrance Effects***

The really crucial question about admitting children to the first grade somewhat earlier than usual is whether or not such a procedure makes any difference. But raising this question automatically raises another that we deliberately have postponed: "makes any difference" in regard to what? For the time being, for the sake of clarity and simplicity, we will have to assume evaluation of whether or not early admission makes any difference in relation to whatever those attempting to appraise the effects of early admissions considered significant to their investigations. Rather than attempting a comprehensive survey of all the efforts to determine whether or not early school entrance makes any difference, we have confined our investigation to studies that appear carefully worked out, that are readily accessible to

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Courtesy, "Inland News," Chicago

#### What is school for?

teachers, and that enable us to clarify the relationship between school entrance age and the question of what school is for.

The first study presented here is that of Birch who reports results of the Pittsburgh effort to find a satisfactory basis for early admissions. Forty-three children were admitted early to first grade through the screening process previously described. The youngest child of this group was almost five years four months and the oldest was just one day short of being old enough for admission without special examination. Twenty-seven elementary schools representing all parts of the city admitted the members of the group.

At the time of Birch's report, the children were in the second semester of the

third grade. At that time, 116 follow-up comments from teachers indicated that an overwhelming majority of the 43 children admitted early to first grade were making satisfactory school adjustments in all areas—academic, social, emotional, and physical (1:86). In cases where negative and questionable evaluations were reported, these tended to be the ones given during the first year of school. Later evaluations of the same child, usually in second or third grade, swung toward the positive side (1:87).

Cone reports follow-up of a group of younger children admitted to the Brookline schools in 1933. These children were screened using the procedures described earlier. Academic records of the younger group were superior to those of the older children as a group, and the margin of difference increased through the grades. The proportion of "A" marks secured by the younger children was far out of proportion to the group's size. Standardized achievement tests also reflected this superiority and failures were fewer among the younger children (2).

These two studies just reported concern themselves only with advanced children admitted earlier to school than customary through a careful screening process. Studies of a somewhat different sort, in the following report, suggest caution to the reader who already has allowed the Birch and Cone reports to color his previous bias toward early admission for the advanced. Studies that throw a markedly different light are those of Forester (3) and King (6).

Forester reports a follow-up, through high school, of 500 children who began kindergarten in 1926. Children classified as very old (five years six months and older) and very bright (121 I.Q.), excelled generally throughout their school careers (3:81). Those classified as very bright and very young (below four years



six months at time of admission to kindergarten) met with more than usual difficulties from the junior high period on. Fifty percent of them made only average grades of C, and teachers reported less physical maturity, greater emotional instability, and greater tendency to cry readily (3:81).

King selected 104 children ranging in I.Q. from 90 to 110. Of these, 54 entered school between the ages of five years eight months and five years eleven months. Fifty entered between the ages of six years five months and six years eight months. The mean difference in ages was nine months and a difference in I.Q. (significant at the .05 level) favored the younger group. Cumulative records were kept and the final appraisal showed retentions at the end of the fifth grade and achievement scores during the sixth grade. King's findings are very interesting (6:336):

1. Younger children had greater difficulty in achieving grade levels in basic skills. The mean difference in achievement scores favored the older group (at the .05 level of significance).

2. More of the younger children repeated grades.

3. Average daily attendance was lower among the younger entrants.

4. There were more indications of poor personal and social adjustment among the younger pupils.

Reports from Keokuk, Iowa (9), Nassau County (4), and from a survey of rural schools in Nebraska (5), provide additional information regarding certain negative concomitants of early admission for children who are not advanced. Maintenance of a rigid entrance age requirement in Keokuk appeared to raise the level of pupil maturity (9:20). Nassau County reported 24 percent of young children (under four years nine months at September 1) admitted to kindergarten, as contrasted with only six per-

cent of normal-age children, having difficulty adjusting to school (4:411). The Nebraska survey revealed that pupils who, at five years of age, entered "beginner" classes emphasizing learning readiness achieved higher in grade four than did pupils who actually entered the first grade at five years of age (5).

### *The Central Issue*

As stated earlier, this article does not purport to summarize the results of all significant research into the school entrance issue; only a few samples from recent years have been selected. Nor does it seek to conclude with a desirable, recommended age for school entrance. An analysis of the studies reported, coupled with some reflective thought about the problem, does permit, however, a statement of assumptions (or, perhaps, hypotheses) that appear useful in guiding further research and in sharpening the basic curricular issue identified at the outset:

1. Bright children, whose physical, social, and emotional maturation has kept pace with their intellects, and who are carefully screened, are good risks for entering school several months earlier than the usual minimum ages.

2. The intellectual halo of the bright child admitted early is likely to glow less brightly over the years if this area of advancement is contaminated somewhat by limitations in other significant areas of development.

3. There probably is no saving in time and an appreciable creation of problems for the child of average ability who is admitted at a significantly earlier age than is customary.

It must be made absolutely clear that these are not conclusions stemming from the few studies earlier reported. To be really useful, research findings ultimately must permit more precise con-

clusions with more clearly defined limits of freedom. For instance, examining the first statement for a moment, as younger and younger children are admitted, to what degree do the chances for their school success progressively decrease? In regard to the second statement, what limitations in development most seriously hamper the bright child who is admitted early? And, in regard to the third, what is the exact nature of the problems usually created in children through lack of readiness for school tasks because of early entry into the first grade? Research will be of real value within the framework of present school organization when it gives us insight into practical problems such as these.

The three statements, expressed rather simply and directly with no deliberate attempt to be bizarre or to highlight the incongruous, reveal, nonetheless, an appalling incongruity. On one hand, we have children . . . each so unique that no adequate concept of normality ever has been expressed . . . each so in motion that measurement can provide only a fleeting glimpse of what was there for a moment. On the other hand, we have a school program . . . organized around a theoretical concept of normal expectancy . . . so mobilized around tradition and whatever "just grew" that concerted drives for change merely chip away a little old stone from the weathered parapets.

We are clearly forced at this time to face two widely divergent viewpoints regarding the elementary school. Is it a place where children who are pronounced "ready" are received and moved through a series of tasks deemed essential to schooling? Or, is it a place where children, after several years of assimilating the culture through the home and immediate neighborhood, are assisted further in the essential process of learn-

ing and becoming constructively critical of their culture?

If it is the former, then the following activities become particularly appropriate:

1. Research into what happens to children admitted at various ages into existing school programs.
2. Elaborate screening procedures to sift from many applicants the few children able to profit at an earlier age from what the school has to offer.
3. Public relations channels and counseling procedures for helping parents understand the reasons for accepting some children and rejecting others.
4. Various kinds of "remedial" devices to keep the slow learner from lagging so far behind the others that the whole system becomes administratively unwieldy and ultimately collapses.
5. Educational practices designed to provide more rapid advancement through the tasks for some children. There are many "advanced" children entering school who do not require any special dispensation at the time of admission and these children, too, must be provided for if the point of view espoused here for discussion purposes is to be consistent.

If, however, a school is conceived of as being a different kind of place—a place that takes over certain essential societal functions that the home cannot adequately perform—then not all of the activities listed assume quite the same kind of relevance. If one child lags behind another in various aspects of development, this may be because of inadequate opportunity. Why delay his admittance to school? Perhaps he, rather than the advanced child, should be granted the opportunity of earlier exposure to the school environment. Research designed to show that children who demonstrate little promise at time of entrance to school often blossom in an appropriate

curriculum might well replace research designed to prove that quick runners run fast races. Likewise, screening procedures designed to locate those children who already are profiting from home experience might well be replaced by screening procedures designed to locate children who are not profiting as they otherwise might. This latter group might then become candidates for early school entrance. If retarded children (rather than advanced children) were given the opportunity of a longer period of time at school, a public relations program to provide appropriate home-school communication still would be necessary. Curricular and instructional provisions for slow-learners and rapid-learners and for the socially mature and immature also would be essential.

In effect, then, accepting one point of view regarding the function of the school over another does not eliminate the problem of appropriately relating child and school. Such acceptance, however, does determine the kind of educational enterprises conducted to the end of making this child-school relationship increasingly compatible.

### In Conclusion

We have indicated that most school systems set an arbitrary minimum age for entrance to the first grade of the elementary school. We have summarized some research studies that show later success in school for children of advanced ability who were admitted early on the basis of careful screening. We have summarized still other studies that indicate the probable creation of problems for children whose entering readiness was not up to the demands imposed upon them by the school.

But we have sought to achieve a purpose that goes much beyond these summary statements. Essentially, this pur-

pose has been to analyze the premise that decisions about school entrance age really reflect prior assumption of what a school is for. If a school is designed to expose children to a succession of carefully graded tasks beginning with the first grade, then the question of when children are best prepared to tackle these tasks is appropriate. To the degree children are held back from beginning these tasks, they will have less difficulty in accomplishing them and the school may take whatever questionable credit is forthcoming. (As an aside it is noted that some colleges take just such pride in the quality of their graduates when they initially had guaranteed this quality through rigorous admissions policies.) If, however, a school is designed to assist a child with those problems his development and culture present, then we had better turn our attention to where it belongs: the development of a curriculum that encompasses these problems in such way that a child, beginning school at the time society sees fit to decree, will achieve maximum benefit from the environmental resources of that school.

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## A GOOD Start—or Cheated?

"SCHOOL, HERE I COME," SHOUTED 5-year-old Tommy as he raced up the walk on a September morning, his first day of school. What was Tommy bringing to school with him? In his eyes, in every movement of his body, were revealed joy, eagerness, and a readiness for this great adventure.

Fortunately Tommy was going into a kindergarten where the teacher was ready to welcome him, to become a real companion to him and the other 19 children along this new road to learning. She was not a stranger to Tommy or his parents. One day in the spring the three together had visited the kindergarten. Tommy had tried the paints, built with the blocks, felt the clay, and listened to his new friend, his teacher-to-be, tell a story. Every day from then on he talked of when he could go to kindergarten. His parents, too, anticipated this new experience for their son.

Tommy is one of the fortunate 5 year olds. His kindergarten room is large enough so that each child can move about freely and carry on his activities without disturbing others. His teacher has time to listen to him when he needs to talk to her. She also has time to listen and observe when Tommy is working or playing alone or with others. Not only does she have time for Tommy but also for each of the 19 children in the group.

In the room are equipment and materials that challenge the curiosity and creativeness of 5 year olds. Furniture, shelves, equipment are so placed to give maximum space for children alone or in groups to carry on activities of their own. They can get and later put away the

materials they need. Here are children building with large blocks, painting at easels, experimenting with finger paints at tables, looking at books, playing in the doll corner, working at the shop bench, and carrying on varied activities. At other times music, stories, outdoor play, and other experiences are enjoyed.

These 5 year olds learn to work together, to plan their activities, to be curious about their world, to find answers to their many questions. Yes, children of this kindergarten group are fortunate. They have a well-qualified teacher who constantly seeks to understand them, a kindergarten room large enough for creative activities, a group small enough so that each child has a chance to be treated as a respected individual, equipment and materials that encourage creativeness, a long enough school day to keep one from feeling hurried in carrying out his plans.

What about the many 5 year olds who spend only two hours a day in a kindergarten class of 30, 40, or 50 children? Time too short for experimentation, lack of space in which to work, too many children in a group, inadequate equipment, over-burdened teachers—these handicaps are cheating many 5 year olds of a satisfying and joyous start on the great adventure of living and learning at school.

*Wanted for every kindergarten child—to be a member of a group not to exceed 20 children, to have the use of a kindergarten room where at least 40 square feet is allowed per child, and to have a school day of at least 2½ or 3 hours.*

—MAMIE W. HEINZ, Atlanta, Ga.  
Formerly associate secretary, ACEI.

# The Beginning Teacher

*We asked 3 young teachers with 2 or 3 years experience to look back on the first days of teaching and remember how it was. This September finds Janet Eaton teaching in Rye Neck, New York, Charlotte Steinke teaching in Glencoe, Illinois, and Betty Jane Filloon teaching in Riverside, California.*

## Tomorrow They Would Come Again

By CHARLOTTE STEINKE

THERE HAD NEVER BEEN A BRIGHTER September morning. Perhaps it just seemed so to me—for this was a special day. How many years I had dreamed of this moment! As I went up the walk I had a feeling of familiarity—for sixteen years had been spent in buildings similar to this. But *this* was different. Today as I approached the school it was not as a student but as a *Teacher*.

I went into the school and turned down the hall leading to *my* room. This was to become a familiar path, but that morning I walked it with mixed feelings. I had some confidence in my ability as a teacher resulting from my college preparation and student teaching experiences. Many things had been done by the local school system to acquaint me with their kindergarten program. During the summer I had pored over a copy of the kindergarten handbook for parents. The handbook had been given to parents in the spring when they registered their children. These mothers had been invited to a meeting with the mothers of children already enrolled in kindergarten to learn something of the program and purposes of the kindergarten. I knew all this would help me that first morning.

The principal had given me the registrations for my children. From these I gained such information as David's name,

his age, and some of his physical characteristics—but *would I ever remember which little boy was David?* Would I ever know which twin was *Leah* and which was *Lois*? In spite of all the previous preparation and help I had doubts and my stomach felt very queer. This was it! Today I would be on my own.

The door to the kindergarten was open and I went into the room where, the day before, I had spent many hours getting "ready." Soon 30 children I had never seen would be making this room come alive—but how alive I didn't know.

I knew the kindergarten teacher in the next room was near at hand. She had already been most helpful, but I was determined to "go it alone," and she respected my desire.

As the time for school to begin drew near I became more and more anxious. The other teachers came by with words of reassurance and stories of their "first day." However, they seemed so casual about this beginning I wondered if they really remembered what the first day felt like. Mr. Jones, my principal, came in. He asked if everything was all right. Expressing more confidence than I felt, I replied, "Yes, fine." Assuring me that he would be available if I needed help, he left.

At the appointed time the mothers and

the children came. One little girl walked shyly behind carrying a book and smock. (The handbook said: "Bring a smock for painting and a mat for resting.") The mother, carrying the mat, approached my desk and gave me her name. In the doorway a little boy stopped walking and started crying . . . it was obvious he didn't want to come in and when his mother insisted I could hear him say between his sobs, "No, I don't wanna go to school. I wanna go home."

An overly-anxious mother with her child in tow rushed up to me and launched into a discussion about what a "delicate child Mary is. She shouldn't run or sit on the floor and would you see that she keeps her sweater on outside." I could only wonder if I would know which was Mary or where her sweater was.

The mothers and the children had been asked to come to school from 9 until 10:30, but they all seemed to arrive at once. The room, built to hold 25 children and a teacher, now held 30

mothers and as many children. The confusion and pile of resting mats grew.

The principal, with a sense of timing that only I appreciated, came into the room and began talking with the mothers, answering their questions and reassuring them about the doubts all mothers have on the first day of school.

I cannot say how—but somehow I talked with each mother, greeted each child. I wanted each boy and girl to know at least what I looked like, to like me, and to be eager to return the next day. But with so many strange faces and so little time I was left to wonder how I could succeed. Suddenly the room was empty, the confusion was gone, and I was alone with the pile of mats. I sat down at my desk and sighed. A sea of faces was before my eyes . . . crying faces, happy, talking faces, shy faces. The worst was over. Tomorrow they would come back again. These were "my children." We would have a whole year in which to know each other and a whole year in which to grow together.

## *Drums in My Heart*

By JANET EATON

AS A NEW TEACHER I HAD MANY FEELINGS—feelings of joy, excitement, discovery, disappointment, anxiety, and growth. Different experiences—or the absence of them—evoked different feelings, and while I was not always conscious of the "why," I recall them easily now.

I remember the very beginning—the excitement and enthusiasm of arriving at something I had looked forward to for a long time, and the fear, and not-quite-sureness with which I faced the unknown step beyond. Like a child on his first day of school, I had stars in my eyes and drums in my heart.

I remember the first time a "new" situation arose—one I hadn't met previously in a book or college course—when I had to reach deep within me to bring forth something to overcome it before it overcame me. And I remember how good it felt when I was able to find an answer! I watched for these same expressions in children. They were many, and we thrilled to them together.

I remember when these feelings of meeting a challenge started to be fewer and farther between, and how lonely I felt for situations to bring them out again. And I remember how this mani-

fested itself with the discontented feelings and gripes about physical conditions and clerical work.

I remember my changing feelings toward parents—the fear when I was new and vulnerable, and the slow realizations of their support with notes of thanks, purposeful conferences, and friendly chats in the grocery store. I remember discovering how much we had in common; our past experiences had both given us the values we were focusing on children, and how hard we had to work at times to pull ourselves away to objectively see the child as a growing individual.

I remember how happy I felt as I discovered some of the real values of teaching—the opportunity to share experiences, the growing awareness of myself as I watched and listened to the children, the freshness of each new day created by 30 discoverers facing a new world. Somehow this eased the growing awareness and painful reminders of how little I really knew.

And finally I remember feeling grateful for the past experiences that left me with some of the values I cherish as a teacher; experiences in my own childhood, in college, and in student teaching—experiences that helped me see beyond the daily lesson plans to experience the life-fulfilling purposes of teaching.

What would I do for new teachers? Naturally I would suggest what was most helpful to me—an opportunity to share

my feelings with those who could smile knowingly at the good, and listen understandingly to the bad as they read my diary in which I kept my perceptions of each new day. Somehow when my feelings were verbalized and shared, they acted as therapy to clarify my personal needs and purposes.

I think all the goals of good classroom teaching can and must be practiced in the profession itself so that we can feel them as well as read about them. It's hard for us to give children a feeling of acceptance or belonging, or help children reach their own potential, unless we are personally experiencing this ourselves. We, as teachers, must be understood as people. We, too, are products of our times—vivid memories of depressions and war leaving us insecure and ready to permanently cling to anything from a reading manual to a professional friend. Like children, we must be helped to see and build the security within and for ourselves.

As new teachers, we want to grow. We're not always conscious of it or able to verbalize it, but like any other living organism we're in the constant process of reaching out into the environment to maintain ourselves. Books, conferences, workshops are wonderful to satisfy the immediate and threatening pangs of hunger, but the more lasting food must be found in the attitudes, feelings, and purposes of those we meet each day in the profession we have just made our own.

## *A Million Things To Remember*

By BETTY JEAN FILLOON

**HOW DOES IT FEEL TO BE A NEW teacher?** Well, it's both a wonderful feeling and a terrible one. Wonderful because at last you are to have a room of

your own and your own class; they will be "your children." At the same time you are trying to calm the butterflies for soon you will be faced with a room

full of eager, active children and you know there will be times ahead when you wish the books had said more about what to do and how.

I don't suppose there is anything anyone can say to put you completely at ease. You just have to go through the "battle" and know at the end that it really wasn't as hard and terrible as you thought it would be.

My first year of teaching took me to a place I had wanted very much to see and visit, "sunny California." I arrived in time for the new teachers' week of orientation which started out with a breakfast in our honor and a tour of the city. The program was well organized and included one grade level meeting where a group of more experienced teachers met with the newcomers to pass along suggestions and ideas. We were introduced to the supervisors and briefed on the procedure of keeping the necessary records. There seemed to be a million things to remember and to do.

Soon the meetings were over and Monday loomed ahead. Ideas surged through my mind and my plans for the "first day" changed many times. Well, that first day is behind me now but not forgotten. I have learned many things—some the hard way and some through the helpful suggestions of others.

As I look back over my first year,

I remember first the children, starting to school for the first time, active, healthy children eager to live and enjoy themselves, eager to love you and be loved. I hoped as the year went by they would learn to share and take turns, learn to work and play happily with others, learn to like school and want to come.

My room was not specially built or equipped as a kindergarten room but it was adequate. I learned to change saw horses into riding ponies and orange crates into doll furniture. You learn to adjust to what you have and when those around you are friendly and helpful it's not too hard.

I think perhaps the hardest task is learning to be consistent, but in all fairness to yourself and your children you should try and work out a satisfactory, organized procedure and stick to it. Another good thing to remember is to give yourself plenty of time to carry through your plans, without the last minute rush. A relaxed group will produce better results and everyone will remember it as a pleasant experience.

I have found the parents of my children generally friendly, interesting, and willing to do what they could to help. If your efforts are sincere and presented in a friendly manner the way will not be difficult and the second year is really much much easier.

#### **BEGINNING TEACHING IS A THING OF LOVE AND FEAR . . .**

Fear of the unexpected—

That little tight feeling in the pit of your stomach.

But, mostly, teaching is

An ever-expanding field of love—love of the children . . .

Each and every one, his charms and peculiarities.

Love of your work, its satisfactions and disappointments . . .

Wondering why one method failed and another worked . . .

That inner glow when you help a child to achieve success

Knowing that you have had some small part in his development.

These things are what beginning teaching means to me.

—BARBARA BALDERREE, *San Diego State College, Calif.*



## concerns for children are worldwide

### In India . . .

By D. K. HINGORANI

IN INDIA, TOO, PEOPLE HAVE LEARNED TO share concerns for children. There is general agreement that child welfare must be given the highest priority in the plans of national reconstruction. This idea was ideally personified in Mahatma Gandhi's proverbial love for children. Prime Minister Nehru, too, has an intense personal interest in child welfare. Nehru's birthday, November 14, is celebrated each year as the "Children's Day."

#### *Staggering Problems*

Child welfare is a problem of staggering proportions in India. There are about 138 million children under 14 years in the country. The welfare of the vast majority of these children has been long neglected. Their educational facilities have been extremely limited. There are only about 200,000 schools in the whole country today. Educational opportunities for handicapped children are equally scarce. For instance, there are at least 42,000 blind children of school age in India; but there are only 50 special schools providing training for hardly 1500 blind children.

The rate of infant mortality is one of the highest in the world—1 out of 8 children die before they are a year old.

#### *What's Being Done*

*Universal Education.* The main efforts, since Indian independence, have been directed in the field of child education. Universal education is considered a solvent of many of the problems and dangers to which children are exposed. The new Constitution of India embodies this idea in one of its Directive Principles: "The State shall endeavor to provide for free and compulsory education for all children until they complete 14 years."

*Community Projects.* Spread of elementary education is an integral part of the famous Community Project Program under which concerted efforts are being made to solve the problems of illiteracy, poverty, and disease simultaneously in the rural areas. The program so far has reached about 43,350 villages with a total population of 34,520,000.

*D. K. Hingorani is Educational Attache, Embassy of India, Washington, D. C.*

Efforts are also being made to improve the quality of existing elementary education. Wherever possible, schools are being reorganized on the lines of the Basic Scheme, first enunciated by Mahatma Gandhi in 1937, according to which the first seven years of child's education should be centered around a basic craft related to his environment.

*Nursery and Kindergarten Education.* There is an increasing importance given to pre-primary education of children from 2 to 6 years. Until very recently this was a completely neglected field of child education in India. It is still most inadequate, and not yet part of public education. The first priority in the field of education is given to elementary education.

The main credit goes to Maria Montessori who visited India in 1939 and subsequent years and popularized her method of pre-primary schools. Such schools reach a very small minority of Indian children, but are performing a useful function in the national scheme of education.

*Education of Handicapped Children.* This education has been receiving special attention in recent years. The number of institutions has increased though still inadequate considering the requirements. One of the most striking recent developments has been in the field of education of the blind—the evolution of a common Braille code for all Indian languages. For the first time the blind in India have a common script, known as Bharati Braille.

Special efforts are being made to rehabilitate handicapped children after their training. A new project to establish a comprehensive blind welfare center on a national scale is under way.

*Child Welfare in Industrial Areas.* The new Constitution of India includes provision to protect children from neglect and exploitation: "No child below the age of 14 years shall be employed to work in any factory or mine, or engaged in any other hazardous employment." Some states have passed Children's Acts to provide for training and treatment of delinquent children and for care and protection of orphans and destitute children.

In certain states the law requires employers to set up creches and child welfare centers.

**Voluntary Child Welfare Agencies.** Much of the child welfare work in India is done by voluntary agencies. The state does not directly undertake provision and maintenance of social services. The Indian Council of Child Welfare, with 18 branches, is the chief voluntary national organization with a comprehensive program of child welfare activities. Its main work is in the field of social services, running family planning clinics, and treating juvenile delinquency. It also encourages artistic and literary talents among children. It has instituted the "National Child Welfare Center" in Delhi as a pilot project for guidance of similar projects in the states.

One of the best known children's organizations in India is in the "Balkan Ji Bari" with over 100 branches all over the country. Its aim is to make education, learning, and all life a source of joy and happiness to children. It organizes many children's activities in different parts of the country, which includes publication of a monthly magazine.

Other organizations include the "Ajanta" of Delhi, dealing with refugee children of 6 to 12 years; Children's Book Council of Mysore, maintaining an International Library of Children's Books, a reading room, juvenile centers and children camps; and the Cultural Film Society of India which has been running the first Children's Cinema in Delhi, exhibiting films especially produced for children.

**International Aid.** The efforts of such agencies are supplemented by assistance from international agencies like UNICEF and CARE. India observes the Children's International Goodwill Day every year on May 18. UNICEF has been doing splendid work in focusing attention on child welfare problems. It also provides valuable grants for various programs such as drugs and diet supplements, midwifery training and equipment, maternity services, milk conservation, anti-tuberculosis measures. The Indian anti-tuberculosis inoculation campaign is one of the largest; it deploys 100 technicians and tests an average of one hundred thousand children per team, making a total of 10 million tests annually. CARE, too, has been sending increasing supplies of books and food packages for children.

#### **Official Efforts**

While state and central governments have not established any child welfare organizations, they have indicated their enthusiastic



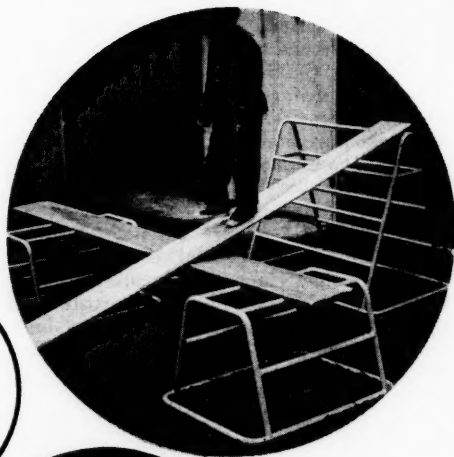
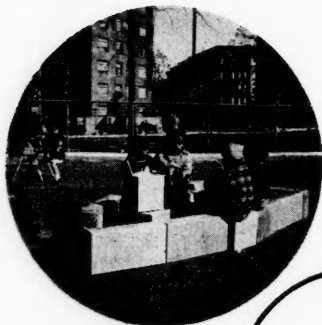
Madame Pandit distributing CARE books

interest in the activities of voluntary agencies. The Children's Panel of the Central Social Welfare Board, set up by the government of India to coordinate all social welfare activities, helped over 100 child welfare institutions and organizations with grants-in-aid. The increased interest in child welfare is manifest in the declared objectives of the Five Year Plan of the central government which provides about 8½ million Rupees for such purposes.

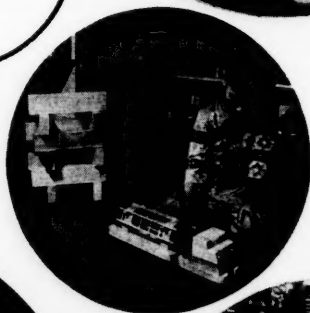
At the instance of the Prime Minister, the central government has set up "Bal Ghavan" in Delhi, with the object of affording opportunities to all children for education through recreational and physical activities. Among other programs sponsored by state and central governments are—Children's Library and Theater in Bombay; annual awards to authors of best children's books; Children's Festival during All-India Radio Month; children's Film Festival and International Children's Art Exhibition every year in New Delhi.

The central parliament recently passed "Children's Bill" seeking to provide for the care, education, and rehabilitation of neglected children and juvenile delinquents on a national scale.

Even this brief review will suffice to show the enthusiasm and activity in India today in the field of child welfare. Prime Minister Nehru has said: "Our children are not only dear to us, but are really the wealth of our nation. Let us guard that treasure." The child in India demands a fair deal. That demand has been overdue. Fortunately, everybody concerned with national welfare in India is acutely conscious that around the redeemed child alone can be built a better India.



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# NEWS and REVIEWS

## News HERE and THERE . . .

By FRANCES HAMILTON

### New ACEI Branches

Manchester Association for Childhood Education, Connecticut  
Muscogee County Association for Childhood Education, Georgia  
Clinton Association for Childhood Education, Iowa  
Moorhead State Teachers College Association for Childhood Education, Minnesota  
Carroll College Association for Childhood Education, Waukesha, Wisconsin

### Permanent ACEI Headquarters

Complying with the expressed wish of delegates in Kansas City last April to press forward with plans for securing permanent headquarters for ACEI, the Executive Board appointed a Steering Committee. The Board asked this committee to begin work at once and to report to the Executive Board in August on the following points:

- Develop tentative floor plans for a building
- Continue the search for a building site
- Study the financing of the project

- Recommend ways to increase the building fund

Prepare for possible mailing to branches and individual members detailed information on the building, the program, and the financing

Prepare plan for organization and operation of this committee and related committees to carry forward the project.

Those invited by the Board to serve on this committee were:

*Winifred E. Bain*, Financial Adviser; *Peter Becker, Jr.*, Business Adviser; *Jean Betzner*, Member of Advisory Committee; *Merle Gray*, President; *Frances Hamilton*, Executive Secretary; *Mary E. Leeper*, Executive Secretary Emeritus, Chairman; *Charlotte Steinke*, 1954-55 ACEI Fellow; *Myra Woodruff*, Chairman of Advisory Committee.

The first meeting of the committee was held in Washington on May 21. A second meeting was held June 20. The committee's report was presented to the Executive Board in August. This report included a summary of the replies received from branch presidents and international members to the question,

"What steps shall the Executive Board take next in the search for permanent headquarters?" The Board's action on the report of the Steering Committee will be sent to branches and members early this fall.

In the meantime, contributions to the Building Fund continue to testify to the deep interest in this project. The present total is \$18,153.71.

### 1956 ACEI Study Conference

Washington, D. C., is to be the scene of the 1956 ACEI Study Conference, April 1-6. The Conference, held at the invitation of ACEI Headquarters Staff and the Executive Board, will be the third Conference of the Association held in Washington in the last twenty-four years. In 1932 a general conference took place and in 1944 a restricted, wartime conference of delegates was held.

### New Board Members

At the 1955 ACEI Conference in Kansas City, the following people were elected to the ACEI Executive Board for two years:

MERLE GRAY is the new president. She is director of elementary education in the public



Merle Gray

schools of Hammond, Indiana. She was on the ACEI Executive Board as vice-president representing intermediate during the years 1947-1949. She has also acted as chairman of the ACEI Committee on Legislation. Miss Gray is co-author of arithmetic books for children. She is active in the Association for Supervision and Curriculum Development, National Education Association, National Council of Teachers of Mathematics, Delta Kappa Gamma Society, Indiana Council for Children and Youth, AAUW, League of Women Voters.

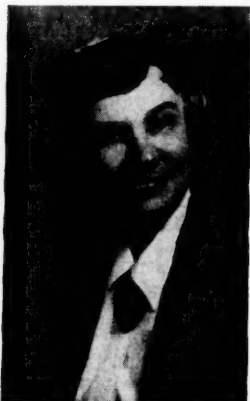
JOSEPHINE PALMER is vice-president representing nursery school education. Miss Palmer



Josephine Palmer

is an assistant professor of education, teaching courses in Early Childhood Education at New Paltz State Teachers College, New Paltz, New York. Miss Palmer has served as a member of ACEI committees and participated actively in several past Conferences of the Association. She is active in the National Association for Nursery Education and the Association for Supervision and Curriculum Development.

FRANCES READY, vice-president representing kindergarten, is assistant professor of education at the University of Wyoming. She is in charge of the nursery school and kindergarten there and teaches college classes in education. She has written for various professional publications, including an article in the 34th Yearbook of the Association for Student Teaching.



Frances Ready

Besides ACEI, Miss Ready is a member of the National Council of Teachers of English, Association for Student Teaching, National Education Association, and other professional groups.

Continuing until April 1956 as members of the Executive Board are: *Sarah Lou Hammond*, vice-president representing primary education; *Grace Dolmage*, vice-president representing intermediate; and *Edna Felt*, secretary-treasurer.

### Executive Board Meeting

The summer meeting of the ACEI Executive Board was held in Washington, August 17-20. Members of the Board gave consideration to Association business, did extensive planning for the 1956 Conference of the Association, met with representatives of organizations with which ACEI cooperates. Considerable time was given to planning for materials to be sent to branches regarding a permanent headquarters—"The ACEI of Tomorrow."

### "Art for Children's Growing"

Teachers, parents, church school, play school, and recreation directors will find *Art for Children's Growing*, the latest general service bulletin of ACEI, of value. The new bulletin is designed to help adults understand the developmental characteristics of children's art and show ways of encouraging growth in children's experience in the visual arts. There are 11 pictures of children's work included. The attractive cover was designed from a finger-painting of a 10-year-old.

Outstanding educators in the field of art discuss the value of the arts, how children's artistic abilities develop, the climate for expression, encouraging experimentation, use of the art consultant, and evaluation of children's growth. 48 pages; 75¢. Order from: ACEI, 1200-15th St., NW, Washington, D. C.

### "Children Can Make It"

Children grow and learn through their experiences. The newest reprint bulletin of ACEI, *Children Can Make It*, gathers together articles, descriptions, and pictures of possible experiences for children in the world of materials which have appeared in issues of CHILDHOOD EDUCATION in the past two years.

The 56-page bulletin was compiled by Adele Rudolph, Philadelphia, chairman of the Make It With and For Children Committee of ACEI. 56 pages; 75¢. Order from ACEI, 1200-15th St., NW., Washington, D. C.

### Biennial NANE Meeting

The National Association for Nursery Education will hold its Biennial Conference in Boston, October 19-22. The conference theme will be "What, in the latest research in all fields, will help in work with young children?" Information concerning the conference may be obtained from NANE Conference Headquarters, Nursery Training School, 177 College Ave., Tufts Campus, Medford, Mass.

## 1955-1957 ACEI Plan of Action for Children

ACEI's *Plan of Action* for 1955-1957 was adopted at the Kansas City Conference in April 1955. It represents the efforts of branch and international members, the ACEI Executive Board, and the headquarters staff to affirm their belief in what is best for children, to analyze what is happening to children, and to plan appropriate action.

ACEI members in thirty-five states, the District of Columbia, Canada, and Hawaii reported, through questionnaires, the needs of children which demand attention. Then the Executive Board, with the help of the headquarters staff, made an intensive study of those needs. It was found that some old problems still persist and new ones have emerged. These were organized into the *Plan of Action* which was adopted by the delegates at the Study Conference.

The *Plan of Action* sets out clearly the challenge the members have accepted. The section, "This We Believe," indicates what all children need for wholesome growth. The section, "This Is Happening to Children," describes our concern about the present situation. The section, "This We Can Do," constitutes our pledge of action.

The strength of the *Plan of Action* lies in our recognition of the causes of what happens to children and our determination of what we can do about them. At branch forums during the Study Conference the section, "This We Can Do," was developed. Since ACEI members are *doers* as well as planners, individual members, local branches, state and province associations, and the International Association will turn to this section during 1955-1957 for guidance as they move forward in their work for children.

—MERLE GRAY  
President, ACEI

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*This we believe . . .*

*This is happening to children . . .*

*This we can do . . .*

*We the members of ACEI affirm our belief in what is best for children.*

*We look about us to see what is happening to children.*

*We plan our work for 1955-1957.*

---

### THIS WE BELIEVE

***We believe that children grow, learn, change, and develop each in his own way.***

Children have a right to:

- a stable family life;
- a sense of well-being;
- maximum physical care and protection;
- confidence in their abilities.

Children must have guidance:

- in understanding and accepting themselves;
- in developing moral and spiritual resources;
- in understanding and using their bodies effectively;
- in developing their potential abilities;
- in recognizing the needs and abilities of others;
- in meeting problems and solving them;
- in seeing their own tasks in an enlarging world;

in learning the basic skills of reading, writing, and arithmetic in such ways that they may be used with confidence.

Children need to learn:

- to live, work, and play with others;
- to appreciate their own cultural and religious background;
- to question and to find their own answers.

***We believe the environment a community provides for its children reflects the values it holds.***

All people can continue to grow in what they know about children.

A community can develop the kind of environment that promotes optimum growth.

***We believe that these adults are essential to children:***

*Parents* who live rich full lives and who share ideas, responsibilities, problems, and friends with their children.

*Educators* who use vision and courage in developing improved opportunities for children. Creative, growing teachers who face problems realistically and who adventure with children. Forward-looking administrators who can guide school personnel in providing good daily living for children.

*Civic leaders* who help their communities provide enriching experiences for children.

*Religious leaders* who help to guide children in developing a philosophy of life.

*Political leaders* who will seek and work for legislative action for the best interests of children.

## **THIS IS HAPPENING TO CHILDREN**

We are grateful that in many homes, schools, and communities children enjoy valuable experiences that contribute to growth and learning. Other children are less fortunate. ACEI must continue to work so that all children may have the best environment for growth. As we look about us we are concerned with many things which are happening to children, such as:

Many children are being taught by inadequately prepared teachers. Enrollment in teacher education institutions is not gaining rapidly enough to fill the need for qualified teachers.

Many children are in overcrowded schools. Forty children in a room means 1/40 of a teacher's time for each child.

Large numbers of children live in substandard homes. Others attend school in outmoded and emergency buildings. As a result wholesome development, health and safety are threatened.

Shortened daily sessions are depriving children of a full year of school.

There is a gap between available information regarding how children learn best and the effective use of that information.

In some communities a lack of understanding of how children learn best keeps schools from providing a program which will bring maximum learning. Pressures on teachers for formalized programs may harm children.

Appropriate materials are available for children's use, but many children have no opportunities for using them.

Demands increase for services for children under six while provision for such services fails to meet the current need.

Children sometimes suffer from practices which have been instituted by schools and communities without sufficient study to determine their effect.

Our rapidly changing culture creates new problems for children, placing heavier responsibilities on the home, the school, and the community.

Many families are on the move. Thus children may miss the security which comes from continuous participation in community life.

In some communities many agencies strive for children's leisure time, and some children are overstimulated by too many activities. In other communities there is inadequate provision for the wise use of children's leisure time.

## **THIS WE CAN DO**

### ***An individual member can:***

Strive for more knowledge and understanding of how children grow, learn, and feel.

Seek opportunities to help citizens understand the reasons behind modern school programs.

Strive for better space, facilities, equipment, materials, and experiences which contribute to the continuous growth and development of children.

Acquaint school people and other community groups with the *ACEI Plan of Action*, helping them to become aware of the needs of children.

Study the social forces within the community to determine how they affect children.

Help children to develop inner resources and to appreciate the dignity of all peoples.

Communicate daily a belief in the importance of the teaching profession.

Call attention to the joys and satisfactions which come from working with children.

Provide opportunities for older children to have satisfying experiences with younger children.

Study and understand the best educational and other community services for children under six and work for the improvement and extension of those services.

Give support to the development of an ACEI headquarters for the dissemination of services relating to children.

#### ***A local branch can:***

Provide opportunities for adults to study together, sharing knowledge and seeking help from research and available material on the growth and development of all children.

Help teachers and parents to know sources of help in the community.

Help teachers to develop confidence in doing creative teaching, to experiment and seek better ways of working with children.

Seek ways in which the school and the community can adjust programs to help children who are constantly on the move from place to place.

Help all adults to realize they are important to children and to include children in planning activities in the family, the school, and the community.

Help teachers, parents, and children to better understand themselves, their feelings, in relation to the customs and traditions of their community, and to grow in their ability to respect the worth and rights of each individual.

Encourage all agencies working with and for children to coordinate their resources to meet the needs of children to prevent overstimulation of some and neglect of others.

Study the services for children under six to determine needs. Take action on those which should be extended and provide needed new services.

Secure help from leaders and other organizations in enacting and maintaining needed standards for nursery schools, day nurseries, private kindergartens, and other child care agencies in the community.

Study local facilities for children in relation to their needs—school, health, recreational, cultural.

Help the public to realize that shortened terms, lack of materials, and overcrowded schools deprive children of opportunities to learn.

Work with other organizations to create a community demand for adequate materials and facilities which contribute to the growth and development of children.

Study local and state provisions for children.

Work for essential legislation and regulations to improve existing conditions.

Help the community to know the need for qualified and well-prepared people to work with children.

Strengthen the teaching profession by encouraging qualified young people to enter it and good teachers to return to teaching.

Help teachers to find resources which make for satisfying living and professional growth.

Acquaint school people and other community groups with the *ACEI Plan of Action*, helping them to become aware of the needs of children.

Help people to know ACEI publications as sources of help in working with children.

Extend an invitation to all those concerned with children to become members of the local ACE branch.

Give support to the development of an ACEI headquarters for the dissemination of services relating to children.

#### ***A state or province association can:***

Keep in close touch with local branches and assist them in working cooperatively.

Keep informed on what is happening to children. Support, and urge branches to support, legislative measures beneficial to children.

Work for the extension of adequate facilities and programs for all children.

Participate in programs to help all citizens recognize and understand the needs of children.

Work for coordination of efforts made in behalf of children by all province, state, and local agencies.



Seek representation on state or province committees and councils working for children. Acquaint school people and other community groups with the *ACEI Plan of Action*, helping them to become aware of the needs of children.

Work to extend ACE throughout the state or province.

Extend the use of ACEI publications and other services throughout the state or province.

Give support to the development of an ACEI headquarters for the dissemination of services relating to children.

***The International Association can:***

Interpret the need for understanding how children grow and learn.

Arrange study conferences for parents, teachers, and church and community workers to aid them in moving forward in work for children.

Publish materials that contribute to better understanding of all children and their individual needs.

Alert people to the gap between adequate facilities and programs for children and those which now exist.

Evaluate school facilities, materials, and equipment in terms of the needs of all children.

Identify and encourage research on problems relating to the health, education, and welfare of children and publicize the results.

Help lay and professional groups become aware of the importance and the need for education of children under six.

Cooperate with national and international organizations and agencies working for children.

Support the exchange of students, teachers, and others as a part of a reciprocal cultural relations program.

Support legislation which makes possible programs and facilities for the education and well-being of children.

Keep branches informed on legislation pertaining to children.

Encourage and assist local branches and state and province associations in planning and working in ways that promote optimum service.

Secure an ACEI headquarters building which will make possible an extension of services.

***Plan NOW to attend the***



**1956 STUDY CONFERENCE**

**APRIL 1-6 \* Washington, D.C.**

*For information, write to the*

**Association for Childhood Education International**

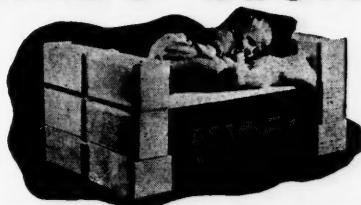
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## Books for Children . . .

Editor, CHRISTINE B. GILBERT

### HUMOROUS POETRY FOR CHILDREN.

*Edited by William Cole. Illustrated by Ervine Metzl. Cleveland: World Pub. Co., 2231 W. 110th St., 1955. Pp. 124. \$3.50.* It is good to have a volume of humorous poetry. Humor is often the entrance into the field of poetry for children who have had little opportunity to discover the joys of verse. This delightful anthology includes poems from Lewis Carroll, Edward Lear, and W. S. Gilbert, to the moderns such as Ogden Nash, Don Marquis, and E. D. Cummings. Teachers and librarians will not want to miss the excellent introduction on poetry. *Ages: 6 to 12.*

**WHEELS.** *A Pictorial History. Written and illustrated by Edwin Tunis. Cleveland: World Pub. Co., 1955. Pp. 96. \$3.95.* The invention of the wheel, on which the whole development of transportation is based, from the earliest Elamite Chariot to the modern, double-decker buses, is a fascinating and absorbing record. Mr. Tunis has told this story in a handsomely illustrated volume. The format is similar to that of his earlier story of *Weapons and to Oars, Sails and Steam*. A very enticing book, in which children will love to do "research." *Ages: 10 up.*

**FROG WENT A-COURTIN'.** *Retold by John Langstaff. Pictures by Feodor Rojankovsky. New York: Harcourt, Brace, 383 Madison Ave., 1955. Unp. \$2.50.* The Scottish ballad of the "frog who went a-courtin'" was first written down over one hundred years ago and brought to America by the first settlers. A well-known concert singer has woven some of the different verses into one story and the tune used is the one found in the southern Appalachian mountains. Rojankovsky's gay illustrations make this a delightful volume and an excellent stimulus to the imagination. This is one of the winners of the Herald-Tribune Spring Festival Award. *Ages: 4 to 8.*

**TWO LONELY DUCKS.** *A Counting Book. By Roger Duvoisin. New York: Knopf, 501 Madison Ave., 1955. Unp. \$2.* This story of two lonely ducks, who decided to raise a family and who had ten baby ducklings, makes an excellent counting book for

young children. The repetition of the test, first as the ducks lay the eggs, then as they sit on them day by day, and finally when the eggs hatch and the ducklings come out one by one, all make an excellent excuse for counting. An interesting but not a necessarily "first-purchase" book. *Ages: 3 to 6.*

**THE STORY OF RELIGION.** *Written and illustrated by Mable Mandeville Pyne. Boston: Houghton Mifflin, 2 Park Ave., 1954. Pp. 54. \$3.* This is one of the simplest and most condensed presentations of the major religions of the world written for children. Through an objective, sympathetic, and colorfully illustrated text, the author presents man's search for an answer to the mystery of life and death. It will be a useful book for schools and public libraries. *Ages: 8 to 12.*

**SPRINGTIME FOR JEANNE-MARIE.** *By Francoise. New York: Scribner's, 597 5th Ave., 1955. Unp. \$2.50.*

**I LIKE RED.** *Written and illustrated by Robert Bright. Garden City, N. Y.: Doubleday, 1955. Unp. \$1.50.*

**THE WET WORLD.** *By Norma Simon. Pictures by Jane Miller. Philadelphia: Lippincott, 1954. Unp. \$2.*

**THE WONDERFUL FEAST.** *By Esphyr Slobodkina. New York: Lothrop, Lee & Shepard, 419 4th Ave., 1955. Unp. \$2.*

**BIG TALK.** *By Miriam Schlein. Illustrated by Harvey Weiss. New York: William R. Scott, 8 W. 13th St., 1955. Unp. \$2.25.*

These five new picture books for very young children are fresh in approach and distinctive in style and illustration. *Big Talk* concerns a little kangaroo who brags to his mother that he can jump up to the sun, a sign of faith and confidence in himself. His wise mother answers such bravado with the words, "You can't do all these things now, but you will."

*The Wet World* gives a lovely feeling for spring rain and the delight a young child has in walking in it.

*I Like Red* is a delightfully simple but humorous story of a little girl named Janey "and what she things and does and says, because her hair is red."

*The Wonderful Feast* tells about Farmer Jones' plan for making a feast for his horse, Spotty, and of how the other barnyard animals, as well as Spotty, enjoyed the feast.

*Springtime for Jeanne-Marie* tells the story of a little French girl and of her white dog, Madelon, and her white sheep, Patapon, and of their search for each other when Madelon left them to swim away down the river. *Ages: 3 to 6.*

**THE LAND AND PEOPLE OF SOUTH AFRICA.** By Alan Paton. Philadelphia: Lippincott, E. Washington Sq., 1955. Pp. 143. \$2.75. This is one of the most outstanding volumes in the "Portraits of the Nations Series" published by Lippincott and is a testimonial to the author's understanding of Africa. Alan Paton, the renowned novelist, has given an excellent picture of the South African people, their history, their country, and their problems. South Africa is a country about which little is generally known, and "yet the whole story of Africa is a story of how Western, Christian, technical civilization came to an unknown continent and changed forever and forever the simplicity of its life there." An excellent index and map add to the book's usefulness. *Ages: 12 up.*

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*Reviewed, Childhood Education, May, 1955, p. 452.*



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## Books for Adults . . .

Editors: LAURA ZIRBES  
CECILE SWALES

**HELPING CHILDREN LEARN.** By Peggy Brogan and Lorene K. Fox. *Yonkers-on-Hudson, New York: World Book Co., 1955.*

Pp. 380. \$4. What a book! From its title on the front cover through its seven dynamic chapters it illuminates and clarifies the advancing frontiers of childhood education in a way which suggests a revamping of the title, viz.: "Helping Teachers Learn To Help Children Learn." That is what it does by a dynamic use of verbal and pictorial presentations supported by exceedingly apt captions and legends and enriched by well-placed boxed-in quotations from a veritable galaxy of authors. The copious opportunities for acquaintance with teachers and children cited in the accounts of practice in this volume should suffice to imbue teachers with the values and concerns which the authors invite them to consider, talk over, read more about, and do something about. Surely this should contribute to the improvement of practice which can come from deepened insights and raised aspirations.—L.Z.

### A FOUNDATION FOR ART EDUCATION.

By Manuel Barkan. *New York: Ronald Press, 15 E. 26th St., 1955. Pp. 235. \$4.* This book provides the basic insights which a teacher needs to make the art experiences of children and youth square with new knowledge about human development and creative learning. Formal instruction in art skills misses the distinctive values to which this author refers in an illuminating chapter from which the following excerpts are taken:

The specific values of education through the arts stem from knowledge about the growth and development of children, the cultural influences on their development, and how they learn to meet problems of living.

Experience in the visual arts is an avenue for action. The individual has an opportunity to test his interpretation of his life experiences. He acts as he creates his own systems of abstract visual symbols. His action is a process of infusing visual materials with attitudes, feelings and ideas to communicate them to others.

The individual participates in an active process in which the organic unity of the idea and the form is critical to the success of the action. The process of making this creative relationship is one testing

ground for his judgments, values and way of working. Here, therefore, is one of the unique values of experience in the arts in education.

The author goes on to cite other values and to indicate by reference to the reactions of experienced teachers in an art workshop that they gained insight into creative values which transformed their conceptions of work with children. For those who cannot engage in such a process of re-education the book offers a challenging vicarious experience. Much that persists as art education rests on precedents and traditions that are based on unsound assumptions and anachronistic premises. Our lives and our culture need what art education could develop if built on a sound foundation.

—L.Z.

**SOMETHING IS MISSING.** By Arthur Goodfriend. *New York: Farrar, Straus and Young, Inc., 101 5th Ave., 1955. Pp. 117. \$3.50.* This small, paper-bound book

with its three and one-half page postscript by James E. Michener, points out the vital importance of Asia to America and does a wonderful job of presenting the basic problems of Asian-American relationships. The book is made up largely of vivid illustrations, each of which is accompanied by a few terse, pithy paragraphs that highlight the mutual material dependency of Asia and America and the crying need for mutual understanding, respect, and cooperation in building toward the common goals of peace and freedom.

Teachers who are interested in helping children to understand other peoples should find this book a valuable resource.—C. S.

**YOUR CHILD'S HAPPINESS. A Guide for Parents.** By Irene Schumo Seipt. *Cleveland: World Pub. Co., 2231 W. 110th St., 1955.*

Pp. 254. \$3. This book should give average parents a sense of stability and security which, in turn, should contribute to the development of a sense of security and of belonging in their children. It is wonderfully reassuring to feel that, by and large, the things we instinctively want to do are also the right things to do.

The author begins with the premise that babies and children are people—that parents and children can be friends without any sacrifice of parental authority. By absorbing Mrs. Seipt's sensible philosophy we can relieve our fears of over- or under-training our children. The pleasant and relaxed relationship



resulting will allow us to have fun equipping them for a well-adjusted maturity.—Reviewed by ESTHER STICKNEY, parent, University School, Ohio State Univ.

**THE DYNAMICS OF SCHOOL-COMMUNITY RELATIONSHIPS.** By Roald F. Campbell and John A. Ramseyer. New York: Allyn and Bacon, 70 5th Ave., 1955. Pp. 205. \$3.95. These two authors have written out of their experience as administrators and their experience in working with school people and lay citizens in The Ohio Project of the Cooperative Program in Educational Administration. Their straightforward analysis of the situations tells how tensions were played upon by forces which used the schools as their battlefield. The book provides basis for constructive suggestions on the development of community understanding and public relations which enable citizens and school people to work together for school improvement. Insight into the dynamics of conflict is as essential as insight into educational values in the qualifications for democratic leadership. These authors list the problems, clarify the issues, and challenge administrators to lead

in channeling the forces of the community to work together for the advancement of public education.—L. Z.

**CURRICULUM DESIGNS IN PHYSICAL EDUCATION.** By Charles C. Cowell and Helen W. Hazelton. New York: Prentice-Hall, 1955. Pp. 394. \$5.50. This comprehensive study should be of considerable interest and value to those concerned with curriculum work and to teachers of all levels from nursery-kindergarten through college under-graduate and graduate instruction. It is a clear presentation of how to integrate the objectives of physical education with the total school program. This treatise on curriculum design could also be of value to specialists seeking ways of examining programs in other areas.

The book is in three parts. The first part describes the role of the school in a modern society, the nature of the individual, and the nature and conditions of learning. The second part deals with the implications of this background for curriculum content, objectives, experiences, and procedures. Two chapters  
(Continued on page 46)

### "THE CHILDHOOD OF FAMOUS AMERICANS SERIES" in the special School Edition

The first sixty-five volumes in this nationally recognized series were available in the special *School Edition* as of February 1, 1955. Fifteen further volumes in the *School Edition* were published as of September 1, 1955:

Babe Ruth	Maria Mitchell	Teddy Roosevelt
Betsy Ross	Nancy Hanks	Will and Charlie Mayo
Dan Webster	Narcissa Whitman	Will Clark
Ethan Allen	Robert Peary	Young Jed Smith
Francis Marion	Susan Anthony	Zeb Pike

- Pre-bound, with McCain side sewing. Washable cloth
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## Books for Adults

(Continued from page 45)

ters are devoted to the techniques for curriculum development, research, and evaluation of programs.

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Part three describes the basic beliefs, the age characteristics, the developmental goals, suggested units, activities, and evaluation criteria for guides in curriculum development at each level. Sample seasonal programs and daily schedules are also suggested. This is particularly significant since it is illustrative of how to bridge the gap between theory and practice.

The authors have made a valuable contribution, since "This book stresses in progressive steps the integration of the unique objectives of physical education with the summary intention of general education."—Reviewed by WILLIAM O. WILLIAMS, *University School, Ohio State Univ.*

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## COMMUNITY LEADERSHIP FOR PUBLIC

**EDUCATION.** By Truman M. Pierce, Edward C. Merrill, Jr., Craig Wilson, and Ralph B. Kimbrough. New York: Prentice-Hall, 70 5th Ave., 1955. Pp. 312. \$6. Like the book by Campbell and Ramseyer, this volume is a product of one of the Cooperative Programs in Educational Administration sponsored by the American Association of School Administrators and supported in part by W. K. Kellogg Foundation. The authors acknowledge the cooperation of many associates in the southern states, and draw upon a wealth of situational data in their concern for the sensitization of school leadership to the dynamics of community life, and their challenge to action in which community forces are coordinated for the improvement of living. Clear in these studies is the point that leadership in school administration which develops community understanding is bound to benefit school programs. They should be a spur to democratic responsibility on the part of citizens and school people.—L. Z.

**SCHOOLS IN TRANSITION.** Community Experiences in Desegregation. Edited by Robin M. Williams, Jr. and Margaret W. Ryan. Chapel Hill, N. C.: Univ. of North Carolina Press, 1954. Pp. 272. \$3. At a

time when some of the deepest values of democracy are being crucially tested as communities face the consequences of the recent Supreme Court ruling against racially segregated public schools, this is, indeed, a significant book. A reporting of the field work of research teams under a Ford Foundation grant, it describes in a series of readable case studies the actual experiences of 24 communities in states bordering the South as they have moved from segregated toward integrated schools. These communities, ranging from large urban centers to small villages and illustrating widely varying ratios of Negro to white population, are meeting the problems of transition in many different ways. In fact, the editors generalize that a variety of approaches is the keynote to the solution of segregation.

Quite clear in this analysis of the situations which communities faced is the encouraging fact that where desegregation has been tried, the typical outcome has been its eventual acceptance. The editors point out, however, that desegregation is "an uneven, shifting process, not a sudden massive change."

(Continued on page 48)

## READING

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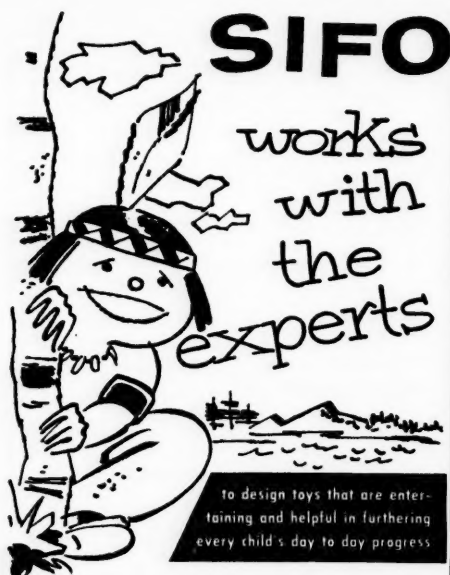


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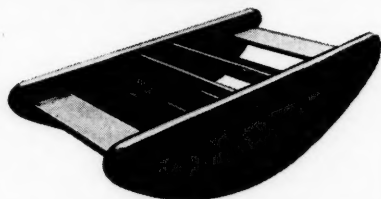
(Continued from page 47)

Another important outcome of this extensive study is the unequivocal demonstration that public school desegregation or integration is only loosely correlated with the attitudes or prejudices of the general population. That is, successful school desegregation is being carried out in situations where the prevailing attitudes favor segregation and where other institutions engage in racial discrimination. Such findings should help all educators to assume a distinct and courageous leadership role in furthering desegregation.—Reviewed by PAUL KLOHR, director, University School, Ohio State Univ., Columbus.

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## Among the Magazines . . .

Editors, LUCY NULTON and Teachers  
P. K. Yonge School, Univ. of Fla., Gainesville

What is it that makes a rich personality? Curiosity, a sense of adventure, eagerness to try the new and strange, ability to see the world all fresh and new-discovered, a sense of humor, having had many and varied experiences with insight and appreciation of their meanings, sensitivity to other people—their feelings, values, ideas, knowledge of many things and command of varied skills—plus joy in learning new things. These are qualities which make children and great adults such interesting people. Rich personalities may be nurtured from many sources.

Perhaps your meat may be travel. "How to Leave Home and Like It," a regular feature of *House Beautiful*, tells of interesting places, especially unusual ones, gives prices, travel agencies, hotels. *Woman's Home Companion* carries a monthly feature, "Companion in Paris" which reports on interesting events and personalities; also offers help on planning a trip to Europe. For enjoying New York, in person or vicariously, see *The New Yorker* "Goings on About Town," its humor, its E. B. White flavor. *Holiday* (June) gives "Dining Out in New York." The July issue: Bernard DeVoto's clever interpretation of New England enlarges one's perspective, furnishes humor, while Duncan Emrich's "America's Folkways" is a beautifully written interpretation of folklore of varied types and locales.

Toward finer understanding between peoples we find the *Atlantic* 72-page supplement (June) on "Greece Today." This is fourth in a series "bringing representative samplings of the literary and artistic achievements of other cultures and other countries" with the "hope that these exchanges will encourage greater awareness and deeper understandings." Previous ones have been on India, Holland and Belgium, Japan. Coming issues: Arab countries, Indonesia, Brazil. For the contributions of Greeks to American life and culture *Reader's Digest* gives "The Greeks Among Us."

Kindly insights and comfortable communication with other peoples depend upon understanding the "Anthropology of Manners"

(Continued on page 50)

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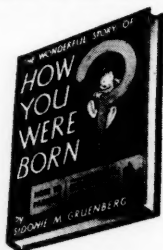
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—NINA RIDENOUR,

Nat'l Ass'n for Mental Health.

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## Among the Magazines

(Continued from page 49)

(*Scientific American*, Apr.). This sets one thinking about the time sense in various cultures as well as the significance of voice qualities.

The *Kiwanis Magazine* (June) describes a plan by which Americans in Denmark can meet people in their homes. The Swedish Tourist Traffic Assoc. also has a service called "Sweden at Home" according to *Reader's Digest* (July).

Editors of *Life*, realizing that religious beliefs affect values and conduct, are presenting in words and colorful pictures a series on "The World's Great Religions." The purpose of the series is to present basic philosophies and practices (not dogmas) of those religions which are important to more than half the world's peoples. Reprints may be had at 20¢ each, also guides for study with bibliographies. ("Hinduism," March 7; "Buddhism," Apr. 4; "Religion in the Land of Confucius," May 9; "The World of Islam," June 13; "The World of Judaism," June 13.)

One may grow a richer personality through arts and crafts—the ecstasy of creation. *Life*

## COMPREHENSIVE ORDER

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(Apr. 18) began a series of essays tracing the growth of American arts and crafts, period by period.

For him who likes to "do it himself" or who uses ingenuity to enable him to continue to teach, *Mechanix Illustrated* (July) offers accounts of inventive servicemen who produced ideas saving dollars and lives. If you are one for whom gardening brings enriched living you will want *School Gardengram* published by National Garden Institute, Zanesville, Ohio.

Are you an adventurer in the realm of cooking? Get out your *Good Housekeeping*, past, present, and future issues, find the "Who's Who Cooks," put on your apron and explore the favorite food of noted people the world around. Beginning in June there is a series of streamlined recipes for calorie watchers. Readers of *Ladies' Home Journal* look forward to the "Line a Day" page, a newsy calendar filled with tips on the latest in foods with choice recipes for changing ordinary dishes into specialties.

Nature interests? "Spider Webs Are Amazing Creations and Fun to Collect," John R. Saunders, American Museum of Natural His-

tory, *Woman's Day* (Aug.). This is one of a delightful series. Don't miss: "How Uncle Bill Guild Introduces Kids to Science," *Parents' Magazine* (Aug.). Though the title uses the insensitive term "kids," here is a sensitive story of unusually rich science experiences as well as a challenging account of a rich personality enjoying "retirement."

Only the mature, rich personality of a real human could have accomplished "Child Reborn," Susan Stanhope Wexler, *Woman's Home Companion* (June). This is enriching for all of us, as is John McNulty's "Real or Pretend," *Woman's Day* (June).

### Notice to Readers

Every year ACEI Headquarters receives orders for materials which have been advertised in CHILDHOOD EDUCATION. These orders have to be returned to the sender, which causes a delay. Always order books and materials direct from publisher or manufacturer.

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# Over the Editor's Desk

## **Concerns for Children Are Worldwide**

A new feature in the review section of this year's issues of CHILDHOOD EDUCATION is "Concerns for Children Are Worldwide." It is aimed to help readers understand what other countries are doing for their children. We hope it broadens our international understanding to see common concerns and ways of meeting them.

The cultural attaches of embassies were presented with the request and asked to have someone from their country write.

## **Child Psychology**

One of our friends said he heard a neighborhood child say to his four-year-old son: "Let's go kill your Dad." "Naw, he's always cross and tired when he gets home from school. Let's wait till after dinner and he has his old clothes on; he'll fall dead real good then."

## **Editorial Board Members**

The inside front cover of CHILDHOOD EDUCATION lists the Editorial Board. This issue lists some new names, and names of people in new positions.

Laura Hooper, director, Illman-Carter Unit, University of Pennsylvania, Philadelphia, the new Editorial Board Chairman, has already served for two years on the Editorial Board.

Laura Zirbes, assisted by Cecile Swales and other members of the Ohio State Faculty, is editing the section "Books for Adults" through the December 1955 issue. Charles Dent, assisted by members of the faculty, University of Texas, and other ACE friends, will continue the "Books for Adults" section from January 1956 through May 1957.

Patsy Montague, State Department of Education, North Carolina, is the editor for the section "Bulletins and Pamphlets."

Five of the new members of the Editorial Board may be found in the classroom working with children: Alice Baird, Shreveport, Louisiana; Marjorie Carlson, Omaha, Nebraska; Marjorie Kingsley, Bellingham, Washington; Neva Ross, Northwest Missouri State College, Maryville; Florence Weiland, Nashville, Tennessee. Lucile Lindberg is professor of education, Queens College, Flushing, New York.

We wish to say "thank you" to those members whose final contribution was helping plan the 1955-56 issues:

Pauline Hilliard, University of Florida, Gainesville, served as Editorial Board Chairman.

Wilbur Yauch and the staff of the Department of Education, Northern Illinois State Teachers College, DeKalb, served as editors of "Books for Adults."

James Knight, University of Texas, Austin, and his committee edited "Bulletins and Pamphlets."

Adele Rudolph was Chairman for "Make It With and For Children." Lula Doyle Baird, Morrilton, Arkansas, Ursula Henley, Bronxville, New York, Katherine Hill, New York University, New York, Pauline Jeidy, Ventura, California, Marion Nesbitt, Richmond, Virginia, and Robert Price, Denver, Colorado, served as members of the Editorial Board.

## **Next Month**

"Opening the Way for Communication" is the topic for the October issue of CHILDHOOD EDUCATION. This issue attempts to build understanding of what communication is, the ways we do communicate, and helps and hindrances to communication. The November issue will carry practices which aid communication. "What is communication?" is dealt with in the editorial by Clara Olson, University of Florida, Gainesville.

"Children, home, and school involve six-way communications" says Vera Petersen of Portland State College, Oregon.

"How can we understand and overcome the blocks in communication?" has been developed by Harry Passow, Teachers College, Columbia University, New York City.

"Changing patterns in ways children communicate" is worthwhile reading by Mildred Letton, University of Chicago, Illinois. Anecdotal accounts from many teachers will show how they learn about children in out-of-school activities.

The second section will deal with research which has been done on how children spell. Ruth Strickland, University of Indiana, Bloomington, has collected and compiled the information.

"Traveling with Insight" tells of a teacher who wanted to get the most out of a trip. May Kedney, Skidmore College, Saratoga, New York, has told the story.

There will also be news and reviews.

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